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Manuscript Report 236e

Human Resource Development

Results of a 1988 international survey by the International Development Research Centre (IDRC) and the Canadian International Development Agency (CIDA)

Canadian International Development Agency | Agence canadienne de développement international

September 1989

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IDRC-MR236e

HUMAN RESOURCE DEVELOPMENT

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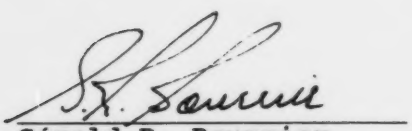
FOREWORD

Human resources development (HRD) is currently one of the most important topics in the field of international development. Even though it is evident that many development organizations are placing a renewed emphasis on HRD, it is also evident that no comprehensive information on donor activities is readily available.

The Human Resource Development Survey, was conceived and coordinated jointly by the International Development Research Centre (IDRC) and the Canadian International Development Agency (CIDA). It is intended as an initial attempt to document, in a comprehensive and comparable manner, the objectives guiding HRD in major development organizations and the variety of program forms and delivery mechanisms.

It is hoped that the Survey will act as a catalyst to promote further efforts to improve the understanding of HRD in the international development community. To continue to make progress in this area, there is an urgent need to work together toward creating and institutionalizing a knowledge system that would allow development organizations to undertake comparative analyses of HRD activities, to identify trends, and to coordinate policies and programs.

We trust that the 1988 IDRC-CIDA Survey is not an isolated activity, but that it represents the beginning of an ongoing process leading to a better understanding of human resources development.



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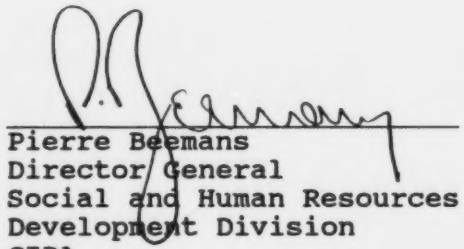

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EXECUTIVE SUMMARY

The 1988 IDRC/CIDA HRD Survey represents a major step towards a better understanding of the human resource development activities of the global development community. The survey, which was conceived and designed jointly by IDRC and CIDA, was distributed to 62 development organizations and donor agencies considered to be active in human resource development. A total of 48 organizations responded to the survey, including most of the major bilateral organizations representing governments of the developed countries, the major United Nations agencies, and a smaller sample of Multilateral Development Banks, U.S. Foundations and Canadian NGO's. This report summarizes the survey findings, presents some conclusions and provides some recommendations about future policy and research.

The survey was designed to address six broad issues. This brief summary presents some of the more important findings relating to these major issues.

1.Definitions of Human Resource Development

There was a broad consensus about a core definition of human resource development which includes the traditional education and training-related items such as scholarships, trainees and awards. However, this broad consensus about basic definitions does not extend to the more complex definitions presented by some organizations (e.g., including economic and social development components). Most respondents did not attempt to come to grips with a conceptual definition of HRD. Instead, they provided practical definitions of HRD based on their current activities.

2.Training Program Activity

The survey included a review of HRD budgets, numbers and distribution of scholarships, types of training programs, etc.. In general, the information provided was useful to establish broad trends and patterns but was inadequate to provide a highly detailed profile of current HRD activity.

Three priorities emerged from the analysis of the presentations of development organizations about training programs. Project-related training was the most frequently reported characteristic of training programs. After project-related training, institution-building was the most frequently mentioned HRD activity of development organizations, particularly for bilateral organizations. The training of trainers is an activity generally related to institution-building, and approximately 50 per cent of organizations reported sponsoring programs for the training of trainers.

While there is a continued emphasis on post-secondary and professional training, there is a renewed emphasis being placed upon vocational and practical training. There also seems to be a greater appreciation by many organizations of the merits of primary, secondary and non-formal basic education, and these are emerging as priorities.

There appears to be a trend towards shorter and more focused courses. Several organizations reported success with specialized or "customized" courses (particularly at the more advanced levels of education) delivered to carefully selected candidates.

Multilateral organizations generally conduct the greatest proportion of their training in the areas of education, health and management/administration. Bilateral organizations generally conduct the greatest proportion of their training in the technical/industrial, resource-based and agricultural sectors.

3.Selection of Candidates

Recipient countries are usually responsible for the nomination of candidates for training, particularly for programs sponsored by bilateral organizations. However, the selection of candidates, as well as the institutions in which they train, typically remains the responsibility of the development organization. Increasingly, development organizations are emphasizing the potential role of the candidate within the recipient country, institution or sector.

4.Support Services for Trainees

Multilateral organizations appear to provide very little support in this area, while bilateral organizations usually indicated that they offer some support to foreign students. Briefing sessions on simple but important topics such as how the organization works and how to get settled are the most common types of support made available. A large number of bilateral organizations also provide at least one "cross-cultural" briefing. Debriefings for students upon their return to the home country are not provided by many organizations.

5.Monitoring and Evaluation

In general, development organizations do not place a strong emphasis on monitoring and evaluation of their programs. Monitoring and follow-up of individual trainees was discussed by many organizations but there was little indication that the results of monitoring or evaluation activities are used to review program objectives or HRD policies. There was some discussion of expert review of training materials to improve course quality, but little in the way of using feedback from the evaluation process to rethink programming or policy decisions.

Most organizations do not collect the types of information needed to conduct a formal evaluation. However, many believe that this subject requires far greater attention and effort in the future.

6.Insights and Experiences

The responses on these topics provided some of the most interesting information in the survey. They tended to be highly individualized, reflecting a diversity of objectives, policies and programs and methods for implementing them. The findings for six of the most important themes can be summarized as follows:

- Training Needs Assessment

Many organizations emphasized the importance of focusing on the needs and priorities of recipient countries. They also stressed that these needs change as development occurs and that needs assessment must be ongoing.

- Institution-Building

Many organizations reported that the most effective way to build national capacity is to work through existing institutions. These institutions could be further strengthened by networks that linked other institutions in the country or region along similar program or project activities.

- Focus on Quality, Not Quantity

The focus on quality in training involved many things such as better needs assessment, customized training programs, assured job placements, and continuing support for the individual and institution.

- Program Monitoring

Many organizations see the need for better monitoring of trainees and realize that they are not able to rate the success of their programs with any degree of precision.

- Long-Term Benefits

A major theme was the need to see the benefits of human resource developement as a long-term outcome. Most respondents believed that the challenge is in convincing the recipient developing countries of the need to look for results over the long-term.

- Sharing of Knowledge

Several development organizations are interested in some kind of forum for sharing the knowledge of other organizations active in human resource developement. They see the need to benefit from the experiences of others.

Conclusions

According to the results of the study, a great deal of resources are devoted to human resource development. In spite of this, the overall impact is minimized by the lack of focus and dialogue between organizations in each country, and between countries. The present situation is particulary favorable for paying more attention to the quality of the management of human resources associated with international cooperation in order to improve the return on investments and

expenditures in cooperation -- expenditures which may not necessarily increase to any great extent in the years to come. If we wish to have any impact on the quality of the product, it is through the improvement of the philosophy of human resource management, training requirements, follow-ups, and the use of resources upon the return of trainees to their home countries, that we can succeed.

1.0 INTRODUCTION

Human resource development (HRD) is currently one of the most important topics in the field of international development. Training and education have always been development priorities, but in the 1960's, the focus shifted to capital assistance and physical infrastructure. Many development organizations are now taking a second look at education, training and other activities for developing human potential to redress past errors resulting from a "bricks and mortar" approach to development. The emphasis of many development organizations on infrastructure is being balanced by an emphasis on the social components of development - health and welfare, basic education, employment, shelter, community life, etc..

In Canada, the position of the major government development organizations is unequivocal. Both the Canadian International Development Agency (CIDA) and the International Development Research Centre (IDRC) have made human resource development the top priority of development planning. The policies of these two organizations reflect the broader policies of the Government of Canada, which has recently described HRD as the "lens" through which development efforts are focused, and as the overall goal of Canadian aid. The entire field of HRD has been infused with new vigour as a result of a comprehensive review of Canada's Official Development Assistance by the Standing Committee on External Affairs and International Trade. The following comments were made by the Committee in their May 1987 report:

"Development is a complex process and, for that very reason, there is a strong temptation to represent it by tangible things - roads, wharfs, buildings and monuments. This edifice complex sometimes beguiles aid donors because it permits the attachment of labels ("Made in Country X") to aid projects. But we have learned gradually, and expensively, that the development of physical infrastructure is only the outward manifestation of something far more important - human development."[1]

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1 For Whose Benefit: Report of the Standing Committee on External Affairs and International Trade on Canada's Official Development Assistance Policies and Programs, May, 1987, p. 13.

From the perspective of recipients of HRD assistance, governments often have a difficult time implementing human resource development policies, even when their interests and motivations are sincere. Other priorities, be they military, economic or trade related, often take precedence over social or cultural considerations. For example, there are many countries where military expenditures exceed those for health or education. Furthermore, social services such as education and training are frequently the first victims of spending cutbacks when the economic situation deteriorates.

In addition to being one of the most important fields of international development, human resource development has also become one of the most popular. There has been a major increase in the discussion of HRD -- trendy is a word that has been used to describe the field. One of the problems with the current debate that inhibits comparisons among countries and development organizations, and perhaps acts as a deterrent to coordinated action in the field, is that HRD means many different things to different people. At one extreme, some organizations equate HRD with all social development activities, while at the other, some organizations narrowly equate HRD with specific activities such as scholarship programs.

The level of interest in Canada and throughout the world in human resource development activity is unmatched by the availability and quality of information for HRD activities by the large number of donor agencies and development organizations working in this area. Variations in definitions and data collection practices have contributed to the difficulty of conducting comparative studies of HRD activities and expenditures. The Human Resource Development Survey recently conducted by IDRC and CIDA is the first major attempt to redress this imbalance between interest and knowledge.

The joint undertaking of the 1988 HRD Survey by the International Development Research Centre and the Canadian International Development Agency strongly indicates mutual interest in improving the knowledge of the activities of donor agencies and development organizations in the area of human resource development in third world countries.

The high rate of response to the survey and the level of interest expressed by participating organizations in the results of the survey are further indications of the

importance of this type of study. Over the course of the IDRC/CIDA initiative, it has become apparent that there is a large client group of donor agencies and development organizations that wish to share in the results of the study. Because of the broad-based interest that currently exists, sponsors are optimistic that the project can act as a catalyst to promote further efforts to improve the understanding of human resource development in the international development community.

The results of the 1988 IDRC/CIDA HRD Survey, including the findings, conclusions and recommendations are presented in this report. Section Two describes the survey methods and sample characteristics. In Section Three, the objectives of human resource development are discussed. Related topics presented include the mandates of development organizations and various definitions of HRD.

In Sections Four through Eight, the major findings of the survey for key study issues are presented. The issues include training program activity in Section Four; the selection of candidates for training in Section Five; support services for trainees in Section Six; monitoring and evaluation in Section Seven; and insights and experiences in Section Eight. Finally, a summary of the findings and some conclusions are presented in Section Nine.

2.0 SURVEY METHODS AND SAMPLE CHARACTERISTICS

2.1 Survey Methods

The Human Resource Development Survey was conceived by IDRC and CIDA as the first step of an ongoing review of HRD activities. The survey was intended to provide some basic knowledge of the HRD programs of major development organizations rather than a comprehensive evaluation or review of activities in the field. The objective of the study was to collect data which would provide a planning tool for Canadian agencies and serve as a benchmark against which future activities in the field could be compared.

Survey design and administration, including instrument design, sampling of organizations and distribution of the questionnaire, were the joint responsibility of IDRC and CIDA. The survey instrument was designed to solicit different types of information, including both quantitative data (e.g., financial and program data - expenditures, numbers of scholarships and trainees, etc.) and qualitative data (e.g., statements of objectives, opinions about HRD). The questionnaire, which is reproduced in Appendix E, included sections dealing with the following topics: organizational mandates, goals and objectives, training programs, support services, candidate selection procedures, monitoring and evaluation methods, and insights and experiences. In addition to responding to the formal survey items, organizations were also encouraged to provide any additional information deemed to be relevant. Many organizations provided annual reports, special studies or policy papers in response to this request.

Four major types of organizations were included in the survey sample: bilateral donor organizations, multilateral aid organizations, Canadian NGO's and U.S. Foundations. The bilateral and multilateral organizations who responded to the survey represent a large proportion of the major actors in the field and provide a comprehensive overview of the activities of these types of organizations in HRD. A far more limited sample of Canadian Non-Governmental Organizations (NGOs) and U.S. Foundations participated in the survey, and their views should be taken as illustrative rather than as representative. In part, this is a reflection of the small sample of NGO's in

comparison with a large number of non-governmental organizations. In Canada alone there are over 400 NGO's, and the inclusion of a large sample of these organizations in the survey was outside the scope of the study.

The survey questionnaire was distributed in the first half of 1988. Letters of introduction were sent to the organizations in the sample to inform them of the purpose of the study and to encourage their participation. Numerous reminders and follow-up contacts were made by IDRC via telephone, mail, and telex, to ensure that the questionnaires were sent to the correct respondents, to respond to questions about the survey, and again, to encourage response. These follow-up contacts were very effective in helping to maximize the response rate of the survey and to improve the quality of the data collected.

Ekos Research Associates was contracted to conduct an analysis of the results of the HRD Survey. This work included the identification of gaps in the information provided by survey respondents, the design of a data base for the quantitative information provided, the analysis of all survey information, and the preparation of a report summarizing HRD activities and programs of the major donor agencies and development organizations. As a preliminary step, missing data items were identified so that IDRC could make any necessary efforts to complete the survey instruments with documentary evidence already available, or through additional contact with respondents.

The strength of the HRD survey lies in the depth, quality and diversity of the information received. This includes not only the wide-ranging responses to specific items on the questionnaire, but also the supplementary documents provided. In particular, it is the qualitative information provided by respondents (including opinions, attitudes, analyses of trends, experiences, and insights) which makes the survey a success.

The quantitative data received is very useful and has allowed us to present a descriptive statistical profile of HRD activity. However, this data is incomplete for many organizations; differences in accounting and reporting methods show that it should only be used as a preliminary profile. For example, some organizations such as USAID, UNICEF, the GTZ (Germany), the Ford Foundation and the Rockefeller Foundation were unable to provide detailed statistics due to the decentralization and/or reorganization of

their operations. Further work must be done in this area, and hopefully, the results of this survey can speed up the process of data collection and comparative analysis of HRD activities.

The type and quality of the information received reflected both the strengths and weaknesses of the survey questionnaire. General questions, designed for open-ended response, had the advantage of generating a wide variety of responses and providing a wealth of information on a number of topics; such questions also had the inherent limitation of allowing respondents to provide only the information they interpreted to be pertinent. Comparisons were thus made more difficult, and analyses focused on what respondents said they did. No assumptions could be made concerning points that were not included in any given response. If an organization did not include information concerning a certain type of training activity, we did not assume that this activity was not performed by the organization. It may simply have been a matter of the respondent assigning a lower priority to this activity.

With respect to the quantitative information provided by respondents, there were also limitations. While questions posed about the number of scholarships, for example, were fairly specific, they relied on a reporting format that was open to some interpretation. Most respondents provided these types of figures in a slightly different way. Some respondents provided information on expenditures, while others provided responses on actual numbers of trainees. There was also some uncertainty about whether organizations that reported unusually high numbers were accounting for scholarships alone, or including numbers of all trainees. These types of limitations must be kept in mind when examining any analysis of data provided by survey respondents.

2.2 Sample Characteristics

The Human Resource Development Survey was addressed to 62 organizations providing aid for development activities in Latin America, Asia and Africa. A total of 48 organizations responded to the survey for an overall response rate of 77 per cent, as listed in Exhibit 2.1.

Most organizations have their headquarters located in developed countries. Of the total number of responding organizations, 21 are based in North

America, 17 in Europe, four in Asia and one in Australia. Three of the four organizations in developing countries that were sent questionnaires also responded.

EXHIBIT 2.1
Sample Characteristics by Type of Organization

Type of Organization	Number of Questionnaires Sent	Number of Returned Questionnaires
Bilateral organizations	23	18
United Nations	14	12
Multilateral Banks	4	4
Other Multilateral Organizations	6	4
Canadian NGO's	8	5
U.S. Foundations	7	5
Total	62	48

A complete list of donor agencies and development organizations included in the sample is presented in Appendix A. This appendix also identifies the type of response to the survey, including the following four categories: 1) a completed questionnaire received; 2) a partially completed questionnaire received; 3) no questionnaire completed but other information received (e.g., annual report); and 4) no response received.

2.3 Profile of Respondents

The information provided in the completed questionnaires was processed in two ways. First, for each respondent to the survey, a one to two page organizational profile was prepared in the form of a summary of their specific responses to the survey questions. These profiles are presented in Appendix B. Secondly, a computerized data base was created from the quantitative data provided by respondents. The data base includes information on budgets, numbers of scholarships and trainees, HRD expenditures and details of training activity (e.g., location of training, geographic distribution of expenditures). The relevant information incorporated into the data base is presented later in this report.

Respondents to the survey provided quantitative information about a number of characteristics of their development organizations including age, size (i.e.,

total annual budget) and HRD budgets. The remainder of this section briefly summarizes the findings concerning the organizational characteristics.

Age of Organizations

Nearly all of the development organizations which responded to the survey are relatively new, most having been founded between 1960 and 1975. Only 10 were founded before the 1960's, including seven multilateral organizations (i.e., WHO, UNICEF, FAO, ILO, the World Bank, the Inter-American Development Bank and the OAS), one Canadian NGO (i.e., WUSC) and two U.S. Foundations (i.e., Ford Foundation, W.K. Kellogg Foundation). All of the bilateral organizations in the sample were founded after 1960, with the average age being approximately 19 years.

Size of Organizations

The size of development organizations in the sample, as measured by the total annual budget, varied a great deal. For bilateral organizations, the average annual budget for 1986 was approximately US$1.5B. The organizations with the largest budgets were those from the U.S. (USAID - US$5.65B) and Japan (OECF - US$5.5B). Other bilateral organizations reporting budgets in excess of US$1 Billion included those from Canada (CIDA - US$2.2B), the Netherlands (Ministry for Development Cooperation - US$2.7B) and Great Britain (Overseas Development Administration - US$2.3B). Three organizations reported budgets of less than US$10M.

For United Nations organizations, the average annual budget in 1986 was approximately US$200M. There were two distinct groups in the sample: five major development organizations reported annual budgets of between US$150M and US$875M, while another five, which are much smaller, reported budgets of between US$0.2M and US$4.5M. Only two other multilateral organizations provided data on total annual budgets: the very large World Bank (US$17.7B) and the much smaller Inter-American Development Bank (US$3M).

Canadian NGO's reported annual budgets varying from US$0.8M for the Canadian Council for International Cooperation to US$28M for World University Services Canada. Budgets for the U.S. Foundations were substantially larger, varying from

US$24M for the Winrock International Institute for Agricultural Development, to US$80M for the Ford Foundation.

HRD Budgets

Bilateral organizations reported spending between one per cent and 100 per cent of their total budgets on HRD. For six of the reporting organizations, the proportion of HRD expenditures was 10 per cent or less; for two, the proportion was between 10 per cent and 25 per cent. One organization reported that 100 per cent of expenditures were directed to HRD (Vocational Training Corporation, Jordan).

For United Nations organizations, the expenditures on HRD as a proportion of total expenditures were more consistent than for the bilateral organizations. Five of the seven UN organizations which provided this information indicated that HRD budgets represented between 10 per cent and 30 per cent of total expenditures. For the other two organizations, the proportions were 65 per cent (United Nations Institute for Training and Research) and 93 per cent (Centre interafrican pour le développement de la formation professionnelle).

Canadian NGO's did not provide any details of expenditures for human resource development. This can be attributed to the fact that most are executing agencies. Thus, the budgets of NGO's are highly dependent upon the levels of assistance provided by CIDA, either for core funding or project funding. One U.S. Foundation, the Winrock International Institute for Agricultural Development, reported that 20 per cent of its budget was devoted to human resource development.

3.0 OBJECTIVES OF HUMAN RESOURCE DEVELOPMENT

The scope of human resource development activity, including how it is defined by the objectives of HRD and the programs of development organizations, has steadily expanded in recent years. Prior to the 1970's, HRD was generally viewed in terms of education and training, and activities tended to focus on formal education, delivered within an institutional context. This approach was consistent with the tenets of human capital theory, which viewed the skill levels of the labour force as just one component of the human resource profile (including literacy rates, mortality rates, population growth, class structure, sexual inequality, etc.). Improving the skills of the labour force was seen as an investment, designed to improve productivity and economic growth. These views are now widely seen as inadequate, and HRD is considered to function in a much broader social context. In addition to education and training, current definitions of HRD encompass research, institutional development and social communication.

The extent to which the objectives of HRD have evolved in recent years can be seen in the following quotation from a senior IDRC official:

"Human resource development is the process of activating the available resources to meet the standard of living of society. Human resource development is no longer restricted to the school system, and formal and informal training programs - it also includes technological inputs, material support, and on-the-job training to develop skills and increase productivity. It involves direct assistance to education and training institutions, and to social development activities such as training for better health and nutrition... Developing human potential also means developing relationships over the long term, as well as institution-building. And it means working in new areas besides agriculture, education and health - such as energy, trade marketing, industrialization, financial management and monetary policy, informatics and computerization, small-scale private enterprise and the environment."[1]

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1 Buttedahl, Paz, "The Learning Partnership", The IDRC Reports, Vol. 18, No. 1, January 1989, p.4-6.

The development organizations participating in the survey presented a variety of definitions of human resource development. They also differed in their stated goals and objectives of HRD activities. In this summary document, the analysis and review of this information is intended to present, as accurately as possible, the views of the development organizations participating in the survey. The report does not attempt to provide a comprehensive overview of the opinions or activities of all organizations working in the area.

The analysis that follows has focused on two aspects of the question of the broad objectives of HRD: 1) definitions of HRD; and 2) the mandates of the development organizations and the role of HRD in fulfilling their mandates.

3.1 Definitions of HRD

Most agencies have not attempted to provide a conceptual definition of human resource development or to present their views about HRD in comprehensive terms. Instead, most respondents have provided practical or working definitions based on the activities, goals or mandate of their organization. While this is extremely useful for understanding the objectives and operations of individual development organizations, it has complicated the effort to determine the common ground among development organizations and to derive a comprehensive definition of human resource development.

For example, perhaps the most comprehensive definition of HRD was provided by CIDA. According to this definition, CIDA considers HRD as the development of individual, group and institutional capacities for self-sustained learning, generation of technology, or the implementation of development activities.

However, in the words of one expert reviewing this definition, CIDA "does not attempt to define HRD, though there is an ongoing effort within CIDA to derive a working definition." He continues by stating that "this is by far the best working

definition of HRD that I have seen."[1] Some of the differences in the definitions of HRD may be explained by the more recent uses of the term. The same author explains:

"HRD is what used to be called education before it seemed necessary to have a euphemism to mask the multitudinous weaknesses of formal education as the sole instrument of human capacity-building, especially in the poor countries. One of the principal difficulties with the term is that for many, mainly development economists, human resource development remains synonymous with education, whereas both in concept and in practice, the term human resource development encompasses a far greater range of human behaviours and capacities than can be captured in conventional views of education."[2]

The most common characteristic of the definitions of human resource development offered by development organizations is that HRD operates at different levels, including the individual, group, institution and nation. In addition to the definition provided by CIDA, definitions emphasizing a similar theme are provided by other bilateral organizations:

- *Federal Ministry of Foreign Affairs of Austria* "The development of capacities at the individual, group and institutional levels."
- *Finnish International Development Agency (FINNIDA)* "The development of institutional, group and individual capacities for self-reliance."

Agencies which defined human resource development as operating at different levels, from the individual, to the nation as a whole, also tended to present broad definitions of HRD. The agencies listed above, as well as many of the larger, well-funded agencies such as the Ford Foundation, the Carnegie Corporation of New York and the Australian International Development Assistance Bureau, defined HRD in terms of a wide array of activities, including education and training, social development, economic development, institution-building, the development of research capacity and policy development.

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1 Shute, J.C.M., "Human Resource Development: Who Put the 'R' in HRD", Worldscape, Vol. 2, No. 2, Fall, 1988, p. 2, University of Guelph.

2 Ibid, p. 2.

HRD was also frequently defined in terms of the development of human capital, including the improvement of knowledge and capabilities for undertaking development activities, and solving basic problems. The Asian Development Bank and the Royal Norwegian Ministry of Development Cooperation (NORAD) used these criteria to define HRD.

Some other organizations also used these criteria to define HRD, while emphasizing the development of institutional capacities in recipient countries. Some examples include the following organizations:

- *Overseas Economic Cooperation Fund* (OECF) of Japan "The development of institutional capacities of related agencies for sustainable development."
- *United Nations Childrens Fund* (UNICEF) "The development of human capacities within assisted governments, or other relevant organizations, working in association with the governments, to ensure the replicability and sustainability of activities undertaken within country programs."

HRD was also defined as the development of both national and indigenous staff to undertake self-directed activities (e.g., by the United Nations Fund for Population Activities, IDRC).

Some development organizations defined HRD specifically in terms of education and training. For example, the Overseas Development Administration of Great Britain defined HRD as involving overseas student support schemes for training in the UK and third countries, as well as training overseas through the provision of manpower. The Natural Science and Engineering Council of Canada also defined HRD in terms of education, specifically, the development of scientific expertise and research capability. The World Health Organization (WHO) considered HRD primarily in terms of the training and management of health care workers.

3.2 HRD and the Mandates of Development Organizations

For a large number of development organizations, both bilateral and multilateral, human resource development is an explicit component of their organizational mandate. Furthermore, for a significant number of agencies, HRD forms the basic rationale for most or all programs and activities of the organization. Many agencies also have specific sections or departments to deal with human resource development issues. The mandates of multilateral organizations, especially UN

agencies, generally tend to be broader than those of bilateral organizations in regards to HRD. Multilateral development banks are exceptions, however, because their mandates for HRD are typically limited to project-related training.

Several UN agencies provided specific information about their mandates concerning human resource development. The Food and Agricultural Organization (FAO) reported a mandate which includes two major HRD components: 1) the creation and maintenance of training networks to improve skills and increase productivity and income-generating capabilities; and, 2) the development of institutions to support HRD activities in rural areas. The International Labour Office (ILO) has a training department with a broad mandate to prepare individuals for productive employment and to upgrade their knowledge and skills in various fields of economic activity in both rural and urban areas. The Asian and Pacific Skills Development Program (APSDEP) of the ILO has a wide mandate in relation to the area of vocational training, including policy development, information exchange, training, and promoting cooperation between countries in this area. The United Nations Fund for Population Activities (UNFPA) has a very broad mandate to build and strengthen national, regional and global capabilities to respond to needs in the population field. The United Nations Institute for Training and Research (UNITAR) has the authority to provide training to government officials involved in international cooperation and diplomacy, and in economic and social development. Finally, the World Health Organization (WHO) has a mandate to promote health and to cooperate with countries in planning for training, and deploying the health personnel required in health care.

The smaller Canadian NGO's which responded to the survey presented organizational mandates that tended to be somewhat more restricted than those of the UN agencies, yet broader than those of many bilateral organizations. The Association of Canadian Community Colleges (ACCC) reported that one of the mandates of their organization is to act as a catalyst between member colleges and their international colleague institutions in developing projects that strengthen the institution in the developing country. The mandate of the Canadian Council for International Cooperation (CCIC) includes extensive HRD activities primarily in a specific area: information and information management. The Foundation for International Training for Third World Countries (FIT) has a broad mandate for the improvement of managerial and technical skills in developing countries. Another Canadian organization, the Aga Khan Foundation of Canada (which directs its own funds), has a mandate for HRD

activities which primarily involves training professionals for social development and improving the capacity of institutions involved with social development.

Several bilateral donor organizations reported relatively specific mandates for their human resource development activities. Cooperation in the technical and educational fields were the most frequently reported areas of activity. Project-related activities were also reported frequently. The Austrian, German, Japanese and Danish government ministries responsible for international development, for example, emphasized technical cooperation and assistance as primarily part of their mandates. The government agencies of several other countries, including Great Britain, Germany, Ireland and Sweden, have education departments with specific mandates for educational development and training in developing nations. The Belgian and Norwegian government agencies referred to project-related training in their mandates. The mandate of the International Development Research Centre (IDRC) of Canada deals specifically with research and, in particular, the support and strengthening of indigenous research capacity via human resource development and training.

Not all bilateral organizations, however, reported specific mandates for human resource development. The Canadian (CIDA), Finnish and Belgian government agencies, for example, reported very broad mandates for HRD, in addition to any of the specific areas already mentioned.

Generally speaking, UN organizations, bilateral government organizations, Canadian NGO's and U.S. Foundations reported global interests, while most of the development banks and a number of specific multilateral organizations were concerned with specific regions or groups of nations. The Centre inter-africain pour le développement de la formation professionnelle (Africa), the Centro Interamericano de Investigación y Documentación sobre Formación Profesional (Latin America), the Organization of American States (nations of the Western hemisphere), the Asian and Pacific Skills Development Program (of the ILO), the African Development Bank, the Asian Development Bank, the Inter-American Development Bank, the Carnegie Corporation (Anglophone Africa and the Carribean) and the Commonwealth Fund for Technical Cooperation all reported a regional focus for their development goals.

The overall goal of contributing to the economic and social development of developing countries is a stated objective of most or all development organizations.

However, some organizations reported an emphasis on either the economic or social components of development in their HRD goals. In addition to the development banks, some agencies such as the ILO and the Winrock International Institute for Agricultural Development gave priority to economic development (e.g., productive employment) in their statements of goals. Others, such as the Aga Khan Foundation of Canada and the Swedish International Development Authority, tended to emphasize social and cultural goals, although not exclusively.

4.0 TRAINING PROGRAM ACTIVITY

The Human Resource Development Survey was designed to collect information which would permit IDRC and CIDA to produce a profile of the HRD programs and activities of major development organizations. The program profile resulting from the analysis of information from the survey is intended to provide a "snapshot" of current activities in the area. The survey questionnaire dealt with several issues related to training activity. In addition to items in the survey concerning general information about training activities, respondents were asked to provide specific information about different aspects of their training programs. These include the location of training, including whether the training is conducted in the donor or recipient country and the geographic location of training, the distribution of HRD funds by region, and the allocation of scholarships by region, sector and gender.

Training programs take many forms and are offered in a variety of ways. In fact, most development organizations provide a wide array of training programs and use a number of mechanisms for delivery. In the analysis of the training programs offered by the organizations responding to the HRD survey, it was possible to differentiate 10 distinct dimensions or characteristics of training. These include the following:

- institution-building, which is often associated with the building of national capacity;
- project-related training;
- training of trainers;
- the level of education: primary, secondary, vocational or university-level education;
- the duration of training programs;
- the area of specialization or concentration;
- the location of training;
- direct versus indirect program delivery;
- training of women; and,
- horizontal cooperation.

The discussion of these characteristics of training programs that follows in this section focuses on the individual dimensions. Given the diversity of these dimensions of training activity, as well as the type and detail of the data provided in the survey, it has not been possible to construct a formal typology of HRD programs. As much of the data provided was qualitative, the relationships among the various programs along these key dimensions could not be determined in a comprehensive manner. Nevertheless, the program information made available by the responding organizations is extremely valuable and goes a long way towards contributing to a better understanding of existing approaches to HRD.

A series of detailed tables showing the quantitative data provided by organizations on training activity is presented in Appendix D.

4.1 Institution-Building

A major objective of development assistance is to promote and to facilitate the activities which enable countries to support their own development activities. One preferred mechanism is usually to encourage the development of skills and expertise of professionals and experts at a limited number of selected institutions. The rationale for this focus on selected institutions is that the development of a "critical mass" of talent at a centre of excellence enables human resource development to become self-sustaining over the long term.

A large number of organizations reported that institutional development is one of their fundamental goals, including those from Canada (CIDA and IDRC), Germany (GTZ), Finland (FINNIDA), Japan (OECF), Austria and the Netherlands, as well as a limited number of other organizations such as the FAO and the Ford Foundation. After project training, an institutional focus was the program characteristic mentioned with the second greatest frequency by organizations responding to the survey.

In addition to being proponents of this broad orientation or approach to development, many organizations outlined types of programs designed to build institutional capacities for development. Some examples of these types of programs include: targetting scholarships and awards, establishing and maintaining networks of contacts with specific institutions, supporting the core programs of institutions, the training of trainers, publishing educational manuals and materials, conducting research

on educational methods, and training administrators of educational institutions. The following comments about institution-building activities present some of the information provided by a number of organizations emphasizing this important issue:

- *CIADFOR* trains teachers and provides bursaries for training managers of educational institutions.
- The *FAO* has programs to establish and strengthen agricultural education institutions and programs, both formal and informal, and to publish training materials for use in these institutions.
- The *UN University* offers special fellowships to senior staff members of key institutions for the study and observation of research and training programs of other institutions.
- The *World Bank* conducts seminars to help build development capacities and institutions through organized training and discussions. They also provide assistance to organizations in developing countries engaged in similar work in this area.
- Some *WHO* programs focus on the strengthening of training institutions, reorientation of training programs in schools, the improvement of educational methods, and the development of locally relevant instructional materials.

Unfortunately, few organizations provided details about these programs; therefore, it is difficult to report how specific institutions are identified, the extent to which resources are concentrated at selected institutions, or the proportion of overall resources that have been allocated to build the capacity of specific institutions.

4.2 Project Training

Project-related training programs are integral to the HRD activities of most bilateral and multilateral organizations. All four development banks in the sample also reported being involved in training directly for the purposes of improving the success of financed projects (none of the banks reported involvement in training for general employment). Bilateral organizations also reported extensive involvement in training for the development of specific project-related skills. Australia, Canada, Norway, Sweden and Germany are examples of the many countries which incorporate project-related training into their programs. It should be noted that respondents were not asked to provide details about the types of projects in which their HRD activities are focused.

4.3 Training of Trainers

A number of organizations have programs for the training of trainers. Most donors involved in institutional development use the training of trainers as one of their primary methods of training. Trainers are taught the most effective and up-to-date techniques in education, and are exposed to the most advanced training materials. Although the term "training of trainers" may not be used by all organizations with such programs, almost one-half of all respondents, including IDRC, CIDA, APSDEP, SIDA, WHO, ILO, IIEP, Commonwealth Fund for Technical Cooperation (CFTC), FIT, Aga Khan Foundation, CIADFOR, VTC and Ireland's Department of Foreign Affairs, have special programs for trainers. For example, the International Institute for Educational Planning (IIEP) expects their trainers to organize training programs in educational planning and administration. They recommend the use of national planning officials, rather than professional trainees, to supervise HRD programs on a national and regional level so that the programs meet needs at both of these levels.

4.4 Level of Education

Development organizations reported differences in the levels of education to which program activities were oriented. Many emphasize professional development and training, including the awarding of scholarships and fellowships for academic degrees. Others focus on vocational and practical training in the field of educational assistance. A small number of organizations reported a specific interest in primary or secondary level education. According to most of the survey responses on this topic, many of the organizations deliver or sponsor programs operating at multiple levels of education. Very few indicated that their interests are exclusive to a single level of education or age group.

U.S. foundations responding to the survey reported that they were concerned with the university-level training of professionals. The major foundations have always been primarily concerned with the training of academics and professionals and this continues to be of primary importance. Development banks also reported that advanced-level training of professionals is an important component of their HRD activities, most of which are focused on development projects. Programs include seminars, courses and fellowships for trained personnel in evaluation, analysis, implementation and management of projects.

Several organizations reported that they provide both academic and vocational training, but emphasize the university-level components. Examples include three Canadian organizations (IDRC, WUSC, and NSERC), Administration générale de la coopération au développement (Belgium), NORAD and the WHO.

Vocational and practical training on a broad scale has been given a renewed emphasis by many bilateral and multilateral organizations. According to their reports, however, training in these areas has not resulted in the exclusion of university-level training programs. Various organizations such as the Centre interafricain pour le développement de la formation professionnelle (CIADFOR; Ivory Coast), the Department of Foreign Affairs of Ireland, CINTERFOR, ILO and the Swedish International Development Authority (SIDA) are examples of organizations which emphasized practical and vocational training. Two organizations, the VTC and FIT, reported that their programs are restricted to vocational training.

Four organizations reported that they provide support for education at the primary and secondary levels. For SIDA, support for education at these levels is part of the organizational mandate, as are adult education and vocational training. UNICEF provides extensive assistance for primary and non-formal basic education. USAID allocates the greatest proportion of its resources in Asia to primary level education - "...in Asia the largest of funds go towards elementary education". Although CIDA has indicated that the post-secondary levels of education are their main priority, they also report that there is a need to re-emphasize primary schooling and basic education for functional literacy and numeracy.

4.5 Duration of Training

As with many of the topics discussed in this report, most organizations reported that they engage in several types of program activities, including the delivery of both short and long-term training programs. None of the responding organizations indicated that they sponsor long-term programs (i.e., six months or more) exclusively. Several, however, do restrict their activities to short-term program delivery. (Precise definitions of short term were not usually given, but we estimate that this represents programs of three months or less.) These organizations include VTC, UNITAR, the Asian Development Bank, UNDP, FIT and the Ministry of Development Cooperation

(Netherlands). Three other organizations (UNICEF, CFTC and CINTERFOR) reported that their programs are primarily, but not exclusively, for short-term courses.

4.6 Specialization/Concentration

Although not all development organizations focus on specific areas of specialization, substantive expertise is one of the more important factors for determining program design and delivery, as well as for the selection of training candidates. United Nations organizations tend to be specialized in one sector (or a limited number of related areas) and almost always award support to applicants training in these areas. Most bilateral organizations, however, did not report any specialization and are involved in training in a number of varied substantive areas and sectors. In terms of meeting overall objectives, they do not generally select their candidates primarily for reasons of substantive expertise. A few bilateral organizations, however, did report a stronger emphasis in specific areas where they believe they have expertise. FINNIDA, for example, "concentrates on areas where special Finnish capacity can be offered", like forestry and international trade. The Australian International Development Assistance Bureau also reported that "training must be in a substantive area for which Australia has relative expertise".

The proportion of scholarships awarded by bilateral and multilateral organizations in several important sectors are presented in Exhibit 4.1. The number of organizations (i.e., 15) providing data in this area is too small to permit valid generalizations of all HRD activity; however, as an illustration of the different sectors of training, the information is very instructive. For example, multilateral organizations conducted a much larger percentage of their training than bilateral organizations in the areas of education (36 per cent vs. 6 per cent), health (18 per cent vs. eight per cent) and administration (19 per cent vs. 9 per cent). Conversely, bilateral organizations were relatively more active in the areas of resource-based industries (excluding agriculture - 17 per cent vs. 4 per cent) and technical assistance to industry (23 per cent vs. 4 per cent). The training investment in the areas of communications and transport were the lowest for both types of organizations. A few organizations reported that all of their training efforts are concentrated in a single sector. Examples include the WHO (health), the Vocational Training Corporation (industry) and CINTERFOR (education).

EXHIBIT 4.1

Scholarships Awards by Sector in 1986 for Bilateral and Multilateral Organizations[1]

	Type of Organization	
	Bilateral (n = 9) (%)	**Multilateral** (n = 6) (%)
Agriculture	16.0	12.8
Resource-based	16.6	4.2
Health	8.2	18.0
Education	5.8	36.1
Social Science	9.8	2.0
Technical/Industry	22.5	3.6
Administration/managerial	9.3	19.3
Communications/transport	4.0	3.3
Other	7.8	0.7
Total	100.0	100.0

1 Figures represent the percentage of the total number of scholarships awarded in the different sectors listed.

4.7 Location of Training

4.7.1 Training in Donor and Recipient Countries

The majority of bilateral organizations conducted all or most of their training activity in the donor country, with approximately three-quarters of all trainees receiving their training in the donor country. Exhibit 4.2 presents the proportion of training which took place in the donor, recipient and third countries in 1986. Two sets of figures have been presented in this exhibit. The first represents the average per reporting organization, while the second represents the percentage of the total number of trainees for all reporting bilateral organizations. On average, 71 per cent of trainees sponsored by each organization received their training in the donor country and just 12 per cent stayed in the recipient country for training. Of all trainees (i.e., regardless of organization), 82 per cent received their training in the donor country and only eight per cent stayed in the recipient country. The International Development Research Centre (54 per cent) and NORAD (60 per cent) were the only organizations which trained more than 25 per cent of their candidates in third countries. In contrast, five of the eleven bilateral organizations providing information concerning the location of training conducted all training in their own country.

The information provided on this topic by multilateral organizations was insufficient to allow comparisons between training in recipient and in other countries.

4.7.2 Regional Distribution of HRD Expenditures

HRD expenditures in 1986 were substantial, representing approximately one-quarter of the total annual budgets of the organizations responding to the survey.[1] The distribution of these expenditures allocated to developing countries varied significantly by region. Exhibit 4.3 presents the proportion of HRD expenditures spent in each of the three regions (Africa, Latin America and the Caribbean, and Asia). More detailed breakdowns are not possible with the available data.

For bilateral organizations, the greatest proportion of HRD resources were allocated to Africa (50.2 per cent), followed by Asia (32.0 per cent) and Latin America and the Caribbean (17.8 per cent). For multilateral organizations, the situation was quite different with roughly the same proportions of HRD expenditures in developing countries going to Asia and Africa (44.4 per cent and 44.5 per cent, respectively). In Latin America, a substantially smaller proportion of expenditures were allocated (11.1 per cent).

4.7.3 Regional Distribution of Scholarships Awarded in 1986

The overall proportion of scholarships awarded in each of the three major regions, as well as the average per organization, are presented in Exhibit 4.4.[2] A breakdown for bilateral organizations and United Nations agencies, the two types of organizations providing this type of information, is also presented.[3]

The relative proportions of scholarships provided by the bilateral organizations and multilateral organizations (data is for UN agencies only) differ in each

1 The organizations providing budgetary data and the corresponding expenditures are listed in Appendix C.

2 The overall proportions are based on total numbers of scholarships, independent of differences between organizations. The average per organization gives equal weight to each organization in the calculation.

3 The organizations providing data on the number of scholarships provided and the corresponding numbers are listed in Appendix D.

EXHIBIT 4.2
Bilateral Organizations: Location of Training Activity

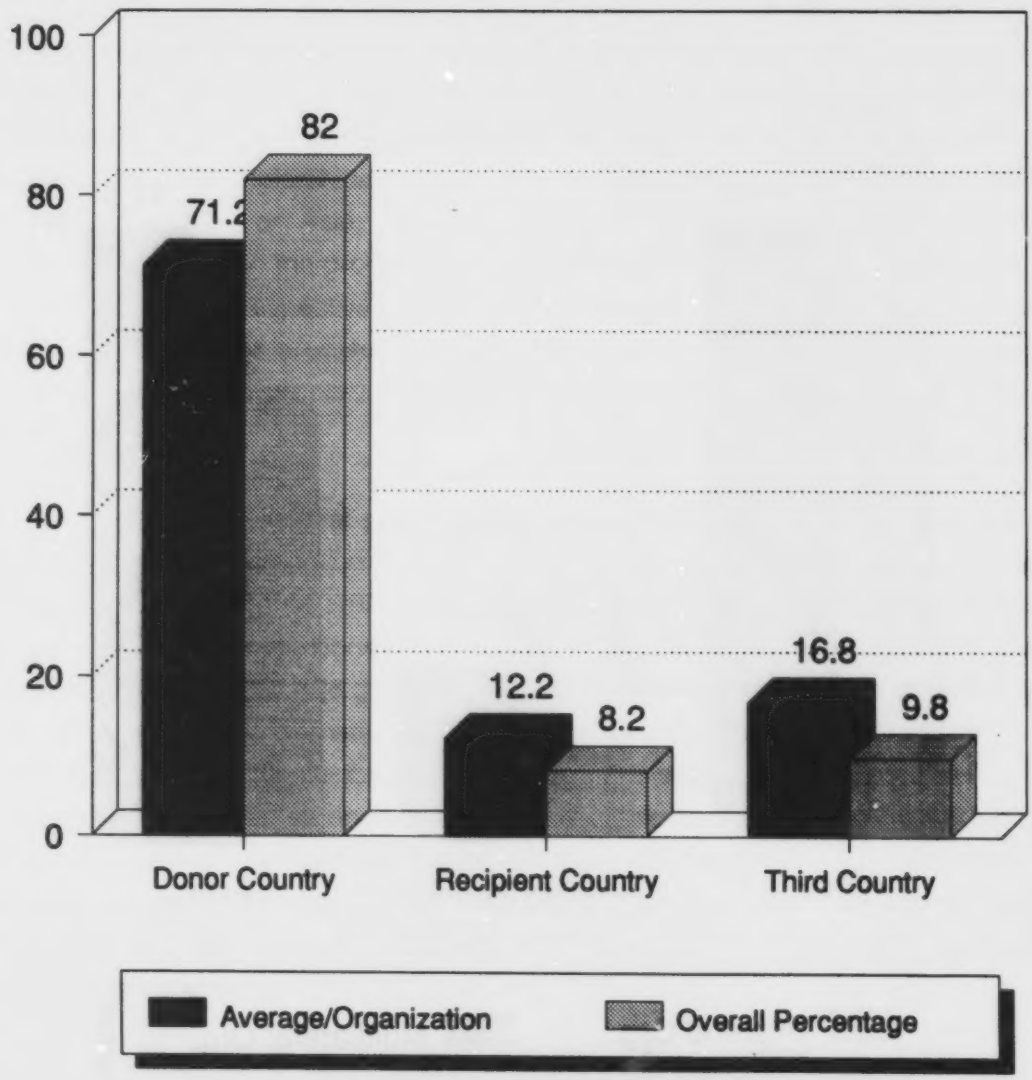
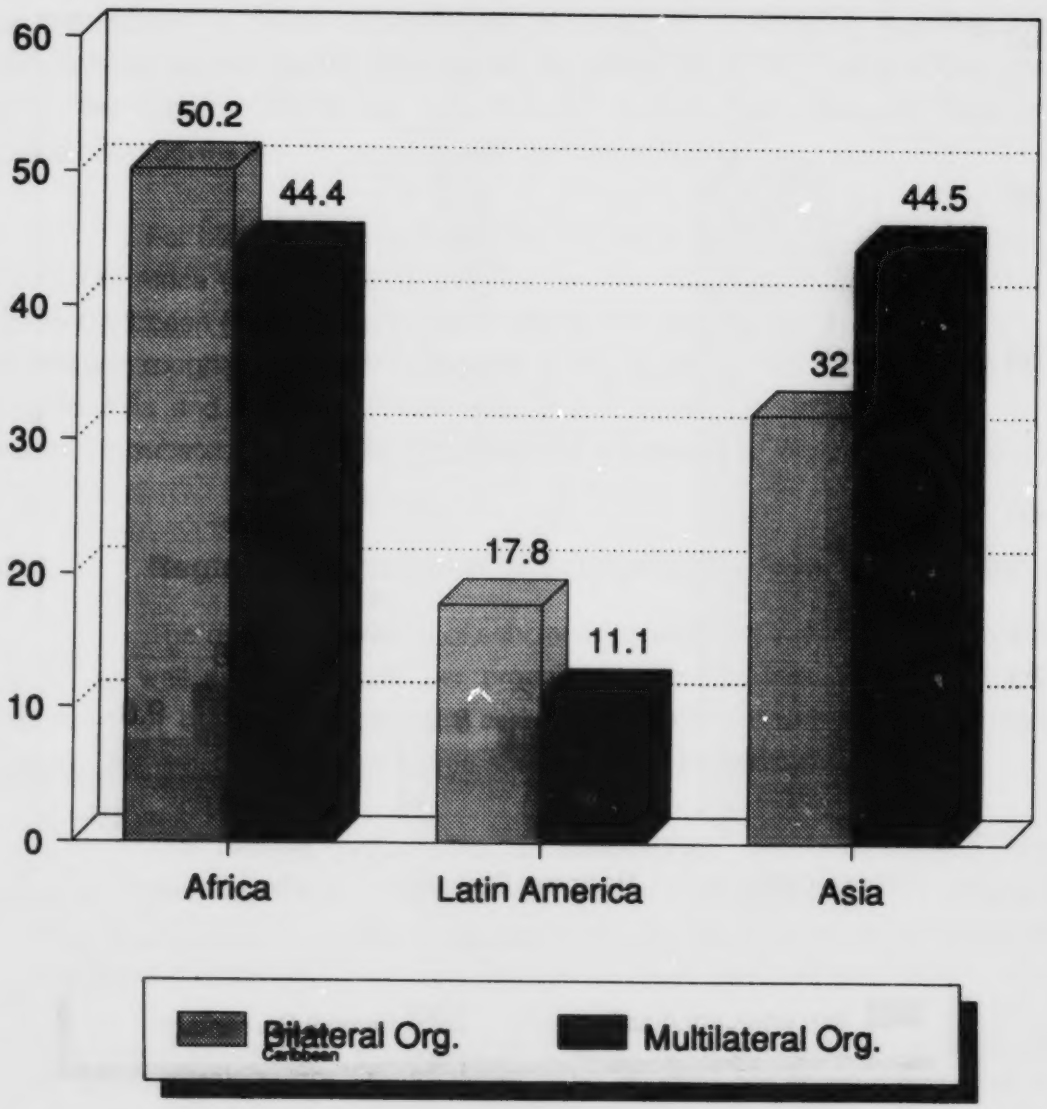


EXHIBIT 4.3
Geographic Distribution of Expenditures* in 1986 by Type of Organization



*Based on total HRD expenditures in these three regions only and excluding home country expenditures.

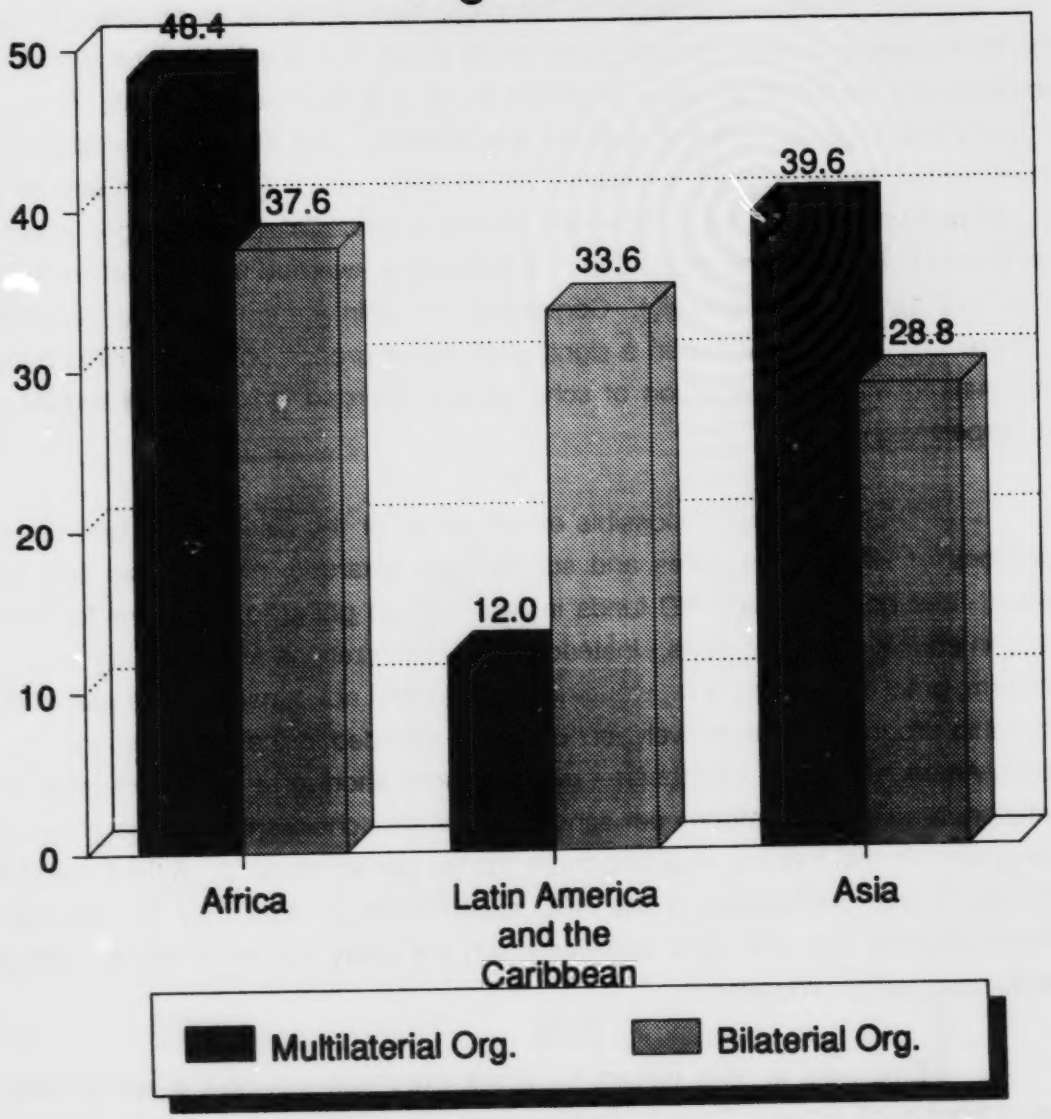
of the three major regions. On average, bilateral organizations allocated 48 per cent of scholarships to Africa, 40 per cent to Asia and just 12 per cent to the Latin America/Caribbean region. For United Nations agencies, the proportions were relatively similar for each of the three regions with 38 per cent going to Africa, 34 per cent being given to Latin America and the Caribbean, and 29 per cent going to Asia.

For bilateral organizations, the proportion of resources allocated to each of the three regions is approximately equal to the proportion of scholarships awarded in each region (i.e., one-half for Africa, one-third for Asia, and one-sixth for Latin America). For multilateral organizations the patterns are different. For Africa, the proportion of funds allocated and scholarships awarded are relatively similar (45 per cent and 38 per cent, respectively). For Asia, however, the proportion of HRD budget spent is considerably higher than the proportion of scholarships awarded (the figures are 44 per cent and 29 per cent, respectively). Conversely, for Latin America and the Caribbean, multilateral organizations allocated a significantly lower proportion of their HRD budget in comparison with the proportion of scholarships awarded (11 per cent and 34 per cent, respectively).

There are several possible explanations for the discrepancy between the proportions of HRD expenditures and scholarships awarded in both Asia and Latin America. It is possible that HRD funds in Asia are not going to programs for formal training in educational institutions. Instead, these organizations are providing funds for short-term, practical training (e.g., workshops, seminars) not considered as part of their scholarship programs. Alternatively, scholarships awarded in the other regions - such as Latin America and the Caribbean - may be more short-term and practical in their orientation, requiring less money per scholarship, while scholarships in Asia are mostly for long-term, formal training, requiring more money per scholarship. A third possibility is that the higher percentage of the HRD expenditures in Asia may be directed to institution-building and other HRD activities which are costly, but which are not directed towards scholarship programs.

Emphasis is also placed by some organizations on the recruitment of trainees from rural areas. Several development organizations specifically mentioned that one of their goals is to promote development in rural areas. Not surprisingly, organizations concerned with agriculture, such as the FAO and the Winrock International Institute for Agricultural Development, reported that the focus of their

EXHIBIT 4.4
Geographic Distribution of Scholarships Provided in 1986: by Type of Organization



interest is in rural areas. The objective of promoting development in rural areas was not limited to agricultural organizations, however. Both bilateral (e.g., AGCD, USAID) and multilateral organizations (e.g., WHO, ILO) emphasized the importance of programs in rural areas in meeting their objectives.

4.8 Training Programs for Women

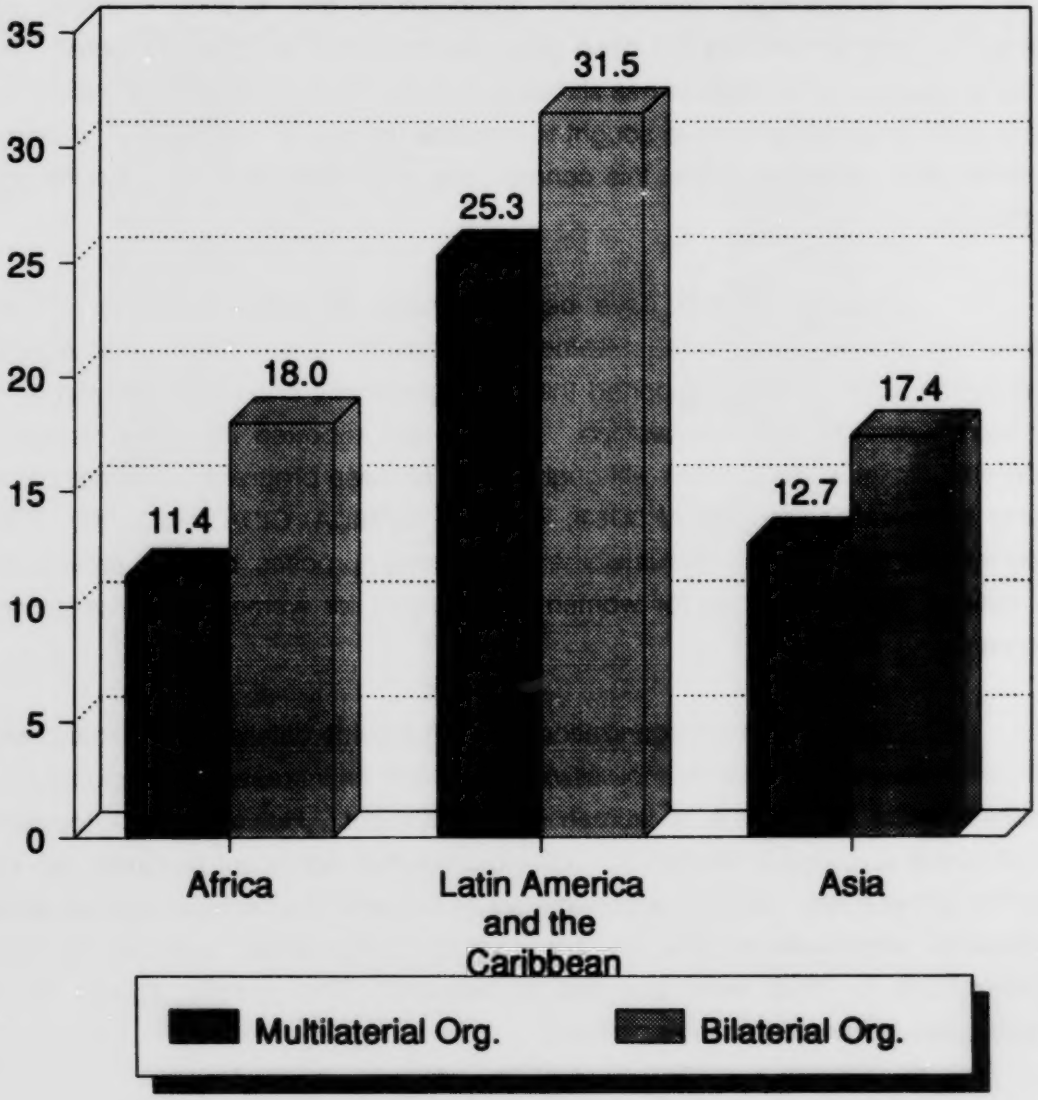
Increasingly, development organizations are realizing that the role of women in development has not been given the emphasis which is warranted. As the focus of development initiatives has shifted to include more social and cultural concerns, these same organizations have sought to increase the overall participation of women in development. In some cases, this concern has been translated into specific policies and action.

Recently, efforts have been extended to increase the recruitment of women in training programs. Some organizations (e.g., CIDA, the Aga Khan Foundation, ILEP, NORAD) reported that they specifically encourage women to apply for trainee awards and scholarships. Several also reported that they have special programs designed for women, although details of these programs were not provided. These organizations include APSDEP, FINNIDA, DANIDA, CIDA and IDRC. The ILO reported that they not only recruit women for training purposes, but also provide advice on national training policies for women and support for women's income-generating programs.

The number of organizations able to provide detailed program information with breakdowns by gender is impressive and reflects an increasing consciousness and responsiveness to the role of women in development. However, the proportion of scholarships provided to women in 1986 indicates that significant progress can still be made in some areas. Overall, approximately 14 per cent of all scholarships awarded by multilateral organizations, and 21 per cent of scholarships awarded by bilateral organizations in 1986 were awarded to women. The specific figures for each organization are presented in Appendix D.

The overall percentages of scholarships for women vary by region. Relative to the total number of scholarships for the region, a higher proportion of women from Latin American and Caribbean countries received scholarships in 1986 than for the

EXHIBIT 4.5
Percentage of Scholarships Awarded to Women in 1986: by Type of Organization and Region



other two regions (see Exhibit 4.5). This was the case for both bilateral organizations (31.5 per cent) and multilateral organizations (25.3 per cent). In Africa and Asia, fewer than 20 per cent (on average) of scholarships were awarded to women by either bilateral or multilateral organizations. In general, multilateral organizations awarded the smallest proportion of scholarships to women in all three regions.

4.9 Program Delivery

Development organizations reported using both direct and indirect methods of program delivery. A number of multilateral organizations, UN agencies in particular, are involved with direct course delivery (and, in many cases course development). The ILO, International Institute for Educational Planning (IIEP), FAO, UNITAR and the African Development Bank are examples of organizations which deliver training programs directly to meet their objectives. The HRD goals of most bilateral governmental organizations, however, are met through indirect delivery of training and education programs. These organizations generally reported a preference for coordinating and administering training programs and arranging for delivery by other executing agencies and institutions. A few examples of such organizations include the GTZ (Germany), SIDA (Sweden) and Australian International Development Assistance Bureau (AIDAB). Cooperative programs between governmental agencies and NGO'S were also mentioned (e.g., by CIDA).

4.10 Horizontal Cooperation

Another approach to human resource development, horizontal cooperation, was mentioned by the Centro Interamericano de Investigación y Documentación sobre Formación Profesional (CINTERFOR) as a general strategy for development. This approach emphasizes the building of networks and the cooperative development of comparative advantage between developing countries. It is felt that the sharing of resources among developing countries and regions can be an important means of generating development capacity.

5.0 SELECTION OF CANDIDATES FOR TRAINING

5.1 Focus of Training Needs

Two levels of training needs were reported by development organizations: those of the recipient nation as a whole (which is often associated with institution-building) and those of the development project. To a large extent, the priorities among these training needs determine the selection process, which involves selecting both candidates and institutions for training programs. Sectoral interests are also important factors in the selection of candidates for many organizations.

Most organizations responding to the survey reported that training programs were designed to meet the overall needs of the recipient country. HRD activities of United Nations agencies and many bilateral organizations are designed to address very broad objectives at the national level. For many organizations, these national development objectives and their HRD components are defined by the recipient countries. The World Health Organization, for example, reviews proposals submitted by potential recipients and trains key individuals chosen by national selection committees of the recipient country. The Commonwealth Fund for Technical Cooperation also awards scholarships "in relation to a country's population", taking into account "the bilateral or multilateral aid already in place". The Finnish governmental agency FINNIDA is an example of a bilateral organization for which the "starting point is the needs and manpower requirements of the recipient country".

For most of the multilateral development banks, the means of ensuring that the overall HRD needs of the recipient nation or of specific individuals are met is through the success of development projects. Of course, the concerns of the recipient nation are considered during the process of negotiating the terms of agreement for any particular project and the associated training activity.

5.2 Trainee Selection Process

Nomination of Candidates

Many organizations rely on the recipient government to nominate individual candidates to the selection committees. To streamline the recruitment process for the development organizations, recipient governments are generally made

aware of the appropriate training programs, mandate and selection criteria of the donors. Recipient governments are then in a position to examine their own needs and nominate suitable candidates.

Although some multilateral organizations (e.g., APSDEP, the African Development Bank, UNICEF, FAO) rely on the recipient countries to nominate candidates for training programs, a considerably larger proportion of the bilateral organizations use this method. FINNIDA (Finland), NORAD (Norway), IDRC (Canada), The Australian International Development Assistance Bureau and The Overseas Development Administration (Great Britain) are examples of organizations which rely on recipient countries to identify candidates for scholarships, awards, fellowships, etc.. IDRC reported that it relies both on its regional program officers and the recipient institution or project to identify individual candidates.

Selection of Candidates

In most cases, the development organization has ultimate responsibility for the final selection of candidates for training. For some organizations, the head office is responsible for the final selection (e.g., The Commonwealth Fund for Technical Cooperation, the Association of Canadian Community Colleges, the Department of Foreign Affairs of Ireland). In the case of the W.K. Kellogg Foundation, the Third World organization which has received or will receive a grant from the Foundation nominates candidates, but the head office of the Foundation makes the final selection. For others, the organization's field staff selects participants for training programs (e.g., Winrock International Institute for Agricultural Development).

Some organizations rely on the recipient government both to nominate and to make the selection of the appropriate candidates. Such agencies include the World University Services of Canada (WUSC), the Asian and Pacific Skill Development Program (APSDEP) of the ILO and the United Nations Food and Agriculture Organization (FAO).

A few organizations also rely on the project authorities in the recipient country, in consultation with the recipient government, to select candidates for training programs. The rationale for this process is that project staff, who know the applicants, are in the best position to ensure that those chosen have the qualifications and

motivation required. The Asian Development Bank, the United Nations Development Program and the GTZ (Germany) are organizations using this approach.

Selection Committees

A number of organizations reported that selection committees are often used to review applications and to select candidates. Three Canadian organizations (IDRC, CIDA and FIT), as well as the African Development Bank, and the World Health Organization, for example, are organizations which have employed commmittees for the review and selection of candidates.

Some have formed committees consisting of staff members (e.g., CIDA and IDRC), while others have placed the decisions in the hands of specialized professionals or outside agencies. The Natural Science and Engineering Research Council of Canada, for example, has a selection committee of specialized Canadian scientists who endorse and select all participants in their fellowship program. Some other organizations (e.g., WHO) employ international selection committees composed of health administration and professional representatives of the recipient government. Finally, some organizations rely on selection committees comprised entirely of members from the recipient country or its government (e.g., the Foundation for International Training).

5.3 Selection Criteria

Numerous factors are considered by development organizations in the selection of candidates for training. Demonstrable qualifications such as education, work experience, command of the language of training, etc. are utilized in the selection process of most organizations. Qualifications such as academic standing and educational background are also easy to measure. Some of the selection criteria used less frequently are the intended use of the training, support requirements, future plans and approaches to development ideology. As well, some specific characteristics are often part of the requirements for any successful applicant. These characteristics are usually based on programs which target women or rural dwellers. There were also a few other factors reported which tend to be more abstract and which are usually unique to an organization. An example is the AGCD's (Belgium) criterion that candidates must "know exactly what it is they wish to achieve".

Qualifications

Educational background and academic standing are by far the most widely-used criteria in the selection process. In many institutions, academic standing carries the most weight because, as the respondent from the Organization of American States reported, it demonstrates an "ability to pursue advanced studies in the chosen field". The importance of previous experience and relevant knowledge in the area of study were also emphasized.

Qualifications such as educational background and previous work experience are reviewed and checked in a number of ways. Almost all organizations examine these qualifications to some degree, and most candidate selection processes involve a thorough scrutiny of these factors prior to deciding. Most organizations rely on their selection committees, project authorities or the application process itself to determine if candidates meet the necessary requirements.

Some organizations (e.g., NORAD, W.K. Kellogg Foundation, WHO) require that candidates be guaranteed an appropriate position upon return to the recipient country. The relevance of the individual's position to the area of training and the appropriateness of the training must also be established in the selection process of some organizations. Some examples of organizations which apply these selection criteria are the IIEP, UNICEF, the Australian Development Assistance Bureau, AGCD (Belgium), the Ministry for Development Cooperation (the Netherlands) and the Foreign Affairs Department (Ireland). The IDRC (Canada) reported that "selection is based on consideration of the applicant's present and potential role within an organization or institution".

A few organizations incorporate more extensive criteria. The IDRC (Canada) and the Organization of American States (OAS), for example, require previous acceptance into a training institution before selection will be considered. Physical and mental fitness also are requirements for the Department of Foreign Affairs in Ireland, AGCD in Belgium and the Commonwealth Fund for Technical Assistance. Candidates for the programs of the W.K. Kellogg Foundation must be "conversant with the general culture, history, customs and resources of their own native country" in order to be considered.

Special Requirements

Some organizations reported that they examine the individual's personal attitudes and committment to development-related issues. The Danish International Development Agency (DANIDA), for example, conducts a personal analysis of the candidate during selection. The Commonwealth Fund for Technical Assistance also requires demonstration of personal suitability. The Ministry for Development Cooperation in the Netherlands looks for participants who have been previously involved in the field of development. The W.K. Kellogg Foundation examines the future plans of candidates in their home country, and requires a specific committment to the area of development. The AGCD in Belgium seeks to support the most disadvantaged groups in developing countries.

A few organizations look for candidates in a particular field. The Ford Foundation, for example, wants individuals pursuing charitable, educational or scientific ventures. As mentioned earlier, some organizations (e.g., UNICEF, WHO, IDRC) examine the appropriateness of the training to the present needs and future work of the individual. The Department of Foreign Affairs in Ireland requires that candidates sign a contract stipulating they will return to their home country or otherwise reimburse the cost of their training to his/her own government.

Some development organizations require that candidates be endorsed by their government. FINNIDA (Finland), NORAD (Norway) and CINTERFOR are examples of organizations with such a requirement. This is also true for many of the United Nations agencies as well.

5.4 Placement Criteria

Some development organizations (e.g., IDRC, WUSC) rely on either the recipient government or the individual to select the training institution, although most organizations place trainees themselves. A few development organizations (e.g., FAO, the Winrock International Institute for Agricultural Development, and IDRC) have a policy of training candidates, as much as possible, in developing countries, whether in the trainee's own country or in another. For many organizations, the support of training in a developing country is also part of an overall development policy that seeks to support and reinforce indigenous capacity and institutions. Most institutions, however, have

reported that they send training candidates to a variety of locations; placement depends on the program, the recipient country and the individual's own needs. In order to maximize training benefits, consideration is usually given to the ability of the institution to train in the area which matches the needs of the individual or recipient government.

6.0 SUPPORT SERVICES

Support services for foreign students are intended to help trainees adapt to conditions in the donor country and to feel comfortable in a new learning environment. Some types of support mechanisms include language instruction, financial support for families (at home or in the donor country), briefings on practical and cultural matters, and trips home for the student .

As part of their response to the survey, only a few organizations provided detailed information on ways in which they provide support to trainees. This may be because very few organizations reported that they provide comprehensive support packages to their students. In particular, multilateral organizations provide very little, if any, support in these areas. Bilateral development organizations usually indicated that they offer some support. Some organizations said they provide briefings on the operating policies of their organization or on cultural differences in the donor country. WUSC and the Winrock International Institute for Agricultural Development are examples of organizations which provide comprehensive, multi-faceted support packages. For other Canadian NGO's and U.S. Foundations, the information provided is insufficient for an evaluation of their support programs.

Briefing sessions on simple, yet important topics, such as how the agency works, how to get settled, etc., are the most common types of support available to foreign students. Most bilateral organizations and Canadian NGO's reported that they provide briefings to students at the start of training in the policies of the supporting organization. They also provide some help and information on course selection and getting settled. WUSC, for example, helps students clarify their educational needs, recommends suitable placement, helps to expedite the paper work involved, registers students, and then helps to find accommodations. The Australian government also offers briefings on "living as a sponsored student" and orientation sessions on study methods, accommodations and payment.

Cross-cultural briefings are another type of support made available by some agencies. Most bilateral organizations, some Canadian NGO's and one U.S. Foundation indicated that they provide at least one initial session concerning the culture of the donor country and suggested methods of adaptation. CIDA, GTZ, England, AGCD, Australia, NORAD, WUSC, FIT and the Winrock International Institute for

Agricultural Development all provide this service. Some organizations are highly committed to getting the students involved in the way of life in the donor country. For example, NORAD provides trainees with skiing lessons to help promote adjustment to a new culture and climate.

Language training is offered by very few agencies. Most organizations require candidates to be fluent in the language of training prior to selection. Among those which do provide language instruction, almost all are bilateral organizations: CIDA (Canada), GTZ (Germany), AGCD (Belgium) and NORAD (Norway) are some examples.

Financial support for the student's family in the donor country or paid visits home for the trainee are provided by some bilateral donor organizations. A number of organizations, however, reported that they prefer not to encourage distractions for the student during the training period, particularly if it is short. FINNIDA, for example, does not encourage spouses to accompany trainees to Finland for short-term courses. Similarly, none of the multilateral organizations, Canadian NGO's or U.S. foundations surveyed offer this type of support. Some bilateral organizations provide support for spouses, but not for dependents. IDRC is an example of such a donor, for training periods lasting more than one year.

Debriefings for students upon return to the home country are a type of support that is offered by very few agencies. The Winrock International Institute for Agricultural Development and a few of the bilateral organizations provide this service to help ease the re-adaptation and employment-seeking processes. Many organizations, however, require trainees to be sponsored before training takes place. Thus, the organization is committed to employing them upon the completion of training.

7.0 MONITORING AND EVALUATION

Evaluation and monitoring are essential components of the process of human resource development. Policy development and program design begin the process, project and program implementation continue it, and monitoring, evaluation and policy or program redesign complete the cycle. Without the evaluation component of this process, it is difficult to know if programs are meeting the desired objectives or are having an impact upon development. A review of the responses to the HRD Survey clearly shows, however, that evaluation and monitoring of HRD programs and projects are generally underemphasized by most development organizations and donor agencies.

7.1 Organizational Monitoring of Programs and Trainees

Monitoring involves the periodic examination of the progress of training programs and participants. When performed effectively, it allows the organization to take action during the course of a program to modify the training plan and to maximize its benefits. It also involves keeping records and maintaining data of what trainees and training programs are accomplishing. This activity increases the ability of an organization to account for training expenditures. More importantly, ongoing monitoring provides the means to conduct evaluations dealing with broader issues such as value for money, objectives achievement, program impacts, etc... This, in turn, can provide much of the information on which program redesign and renewal can be based.

The issues relating to program monitoring detailed by respondents include the designated monitoring authority, the frequency of monitoring, the methods used, and the ways in which monitoring reports can be used in the overall evaluation of the success of a program.

In general, bilateral organizations, Canadian NGO's and U.S. foundations reported that they regularly monitor their trainees, programs and projects. With some exceptions, multilateral organizations, including United Nations agencies and Multilateral Development Banks, did not generally report much monitoring activity. For example, of the four Banks, not one reported a formal monitoring system in place.

Most organizations that provided details about monitoring systems rely on their own organization to conduct this work. The Aga Khan Foundation, the GTZ (Germany), FINNIDA (Finland) and the Australian International Development Assistance Bureau reported that they conduct all monitoring activities of their organizations. Some organizations rely on related agencies or extensions of their organization. For example, the United Nations Development Program said that its executing agencies are responsible for periodic monitoring of the progress of programs while the Foundation for International Training reported that it relies on its own field staff to report progress, supplemented by visits by Canadian FIT staff. A few organizations identified a third party as the monitoring authority. The AGCD (Belgium) uses pre-designed monitoring materials administered by executing agencies; the Irish Ministry of Foreign Affairs uses an education officer; the Overseas Development Assistance Bureau (Great Britain) has a British Council advisor for program monitoring.

From the survey reports received, there was no apparent consistency in the frequency with which organizations monitor their program or project activities. Most respondents discussing their monitoring activity did not specify a monitoring interval. The few organizations addressing the issue of the frequency of monitoring reported varying monitoring intervals. For example, the UNDP conducts monitoring every six months, while CIDA and IDRC monitor their activities somewhat more often (i.e., every four months). A few mention "regular" (or routine) monitoring (e.g., Australia International Development Assistance Bureau and the Department of Foreign Affairs of Ireland) without being more specific.

Reports prepared by the trainees themselves were the most frequently reported method of monitoring trainee progress. These reports included both formal self-administered questionnaires and less formal self-reports. The Norwegian, Finnish and Belgium governments all reported using these methods, as did the Winrock International Institute for Agricultural Development, WUSC, the Commonwealth Fund for Technical Cooperation and the FAO.

Supervisor or trainer reports are also used to oversee training progress. Organizations using such reports include the Vocational Training Corporation (Jordan), ODA (Great Britain) and the Ministry of Foreign Affairs of Ireland. In some agencies, trainee and trainer reports are used together to develop a comprehensive picture of the progress (the Commonwealth Fund for Technical Cooperation, WUSC, and FINNIDA).

A few organizations reported that they use field visits to establish progress of training programs and projects - for example, IDRC, ODA (Great Britain) and the AGCD (Belgium). The AGCD also indicated that it uses consultant reports and thesis advisor reports to track the progress of Ph.D. students.

Many organizations perform some form of follow-up of their trainees once training has been completed. This allows organizations to examine the practical effects of the training on the individual and the recipient country. Most follow-up is conducted in the home country once the trainee is established in an employed position. Follow-up procedures include examining the employee's ease of re-establishment in the country and work force, examining the impact of training on the individual's professional life, and reviewing the former trainee's ability to apply what has been learned. Most of the organizations providing details of any type of monitoring and evaluation process mentioned trainee follow-up as a part of the process. A few organizations rely on the recipient government or their own regional field staff to conduct the follow-up (e.g., the Aga Khan Foundation, Winrock Institute, ODA). Most indicated that they conduct their own follow-up of trainees from the donor country. Long-term follow-up activities generally were not discussed. This may indicate an important lacuna in the follow-up and impact assessment of HRD investment.

7.2 Training Program Evaluation

Participants in the HRD Survey were asked about their examination of the successes and failures of training programs and their subsequent review of program goals and trainee selection criteria. Approximately 50 per cent of survey respondents provided information on this topic. Most indicated that they conduct evaluations to determine the implications of current activities on future program plans. However, while a number of organizations reported that they conduct trainee follow-ups and examine the program success, relatively few (i.e., less than 25 per cent) reported that they formally review program goals and objectives in light of the evaluation. Some examples include the Commonwealth Fund for Technical Cooperation, the W.K. Kellogg Foundation, UNICEF, CIDA, IDRC and NORAD. Fewer again specifically reported that a review of trainee selection criteria is a part of the follow-up process.

Several organizations (e.g., ODA, WHO) reported that they reviewed their programs in light of the manpower needs of countries in particular substantive areas of

training interest. The United Nations Institute for Training and Research also discussed the issue of manpower needs assessment as an integral part of their training planning. The United Nations Development Program, NORAD and SIDA also discussed theme assessments being performed as a part of their evaluations. These theme assessments involved the examination of the need for manpower development in any one substantive area.

Most organizations conduct their own evaluations. A few of these assign special committees (e.g. the Asian and Pacific Skills Development Program). The United Nations Fund for Population Activities indicated that they rely on their field staff. Others, such as the Foundation for International Training in Canada and FINNIDA, rely on their own headquarters staff to perform evaluations.

Third party organizations (e.g., executing agencies) are used by some organizations to participate jointly in program evaluations. Examples include the UNDP and the Australian International Development Assistance Bureau. Norway uses a somewhat different and perhaps more comprehensive form of evaluation. The development activities of all aid agencies based in Norway are jointly evaluated every few years by the Norwegian government (NORAD) and the individual agencies. This process allows the organizations involved to gain a broader perspective of the international development efforts provided by the country.

A few donors reported that the recipient governments provide some input into the overall evaluation of training programs. The United Nations Development Program relies entirely on recipient governments to evaluate the success of programs operating in their countries. The Ford Foundation indicated that they invite the recipient government to participate jointly with its own staff in program evaluation.

The length of time between evaluations varied widely for organizations specifying this information, depending largely on the type of training programs being offered. The frequency of program evaluation activities may also depend on the mandate and objectives of an organization. For those sponsoring a wide range of programs and projects, for example, individual program evaluations may have to be supplemented with broader evaluations of the overall activities of the organization. The United Nations Development Program conducts semi-annual evaluations, while the Food and Agriculture Organization and CIADFOR conduct evaluations once a year. The

Commonwealth Fund for Technical Cooperation and The United Nations Fund for Population Activities reported that they conduct bi-annual evaluations. The AGCD and the World Health Organization require program evaluations only every three years.

The data resources used for program evaluation tended to be the same as materials used for program monitoring. Most organizations use trainee reports as a basis for their program evaluations. Some organizations (e.g., Winrock Institute, IIEP) may rely on correspondence with trainees to establish the success of training. Others (e.g., CINTERFOR) require written reports by trainees on the course they have taken and their professional progress after the training. Standardized questionnaires completed by trainees on these same topics are also used by some organizations (e.g., the Asian Development Bank, Australian International Development Assistance Bureau, DANIDA). The Commonwealth Fund for Technical Cooperation, World University Services of Canada and FINNIDA are organizations which rely on past trainees to assist in the evaluation of their programs.

Some organizations reported the use of reports of supervisors to conduct evaluations. The Food and Agriculture Organization, the Kellogg Foundation and FINNIDA are examples of organizations using trainer feedback in their program evaluations.

Only one institution mentioned the use of any objective tests as part of their evaluation process. The Vocational Training Centre in Jordan conducts a final performance standard test with all trainees upon completion of training.

8.0 INSIGHTS AND EXPERIENCES

Respondents to the HRD survey represent some of the most important donor agencies promoting international development, as well as some of the most active organizations in the field of human resource development. One of the most important components of the IDRC/CIDA survey was designed to elicit information and opinions about the insight and experiences acquired over the years by respondents and their organizations regarding their activities in human resource development. This section of the report summarizes the valuable information resulting from the survey on these topics.

8.1 United Nations Organizations

Many United Nations organizations have a lengthy history of working in the areas of education and training. In many ways, the scope and depth of their experiences makes them uniquely qualified to provide insight into this challenging field. There were two different and complementary perspectives presented by the United Nations agencies responding to the survey. One which was common to all UN respondents is an emphasis on a broad, comprehensive approach to HRD. This includes a multi-disciplinary approach, long-term planning, a focus on the needs and priorities of recipient countries, and the building of national capacity. Each organization also has a second and more specific perspective, unique to each organization, reflecting its mandate and objectives. These vary, according to both the substantive interest of the agency and whether the organizational focus is on program design and development, implementation or monitoring and evaluation.

Asian and Pacific Skill Development Program

For APSDEP, technical cooperation among developing countries has proven to be a valuable mechanism for its HRD activities. In the future, APSDEP will focus on advanced technology training.

Food and Agriculture Organization (FAO)

The FAO reports that, in their experience, successful HRD requires long-term, consistent and strong support from the recipient government. This

committment to training activities is essential, and must be made with the understanding that benefits are only visible after a lengthy period of time. It is the opinion of the FAO that HRD generally has a low priority in the agricultural sector, and that insufficient resources are devoted to training. For the FAO, training is seen as a prerequisite for agricultural development aid programs; consequently, the organization plans to continue providing the best training available to its fellows and study tour participants.

International Institute for Education Planning (IIEP)

The activities of the IIEP are research, training, program design and development. Research and training activities are intimately linked at the IIEP as everything taught at the Institute is directly derived from its empirical research. A priority for the future is the development and dissemination of courses for the "training of trainers".

United Nations Childrens Fund (UNICEF)

This organization works to develop HRD capacity within governmental and non-governmental organizations to ensure that programs are replicable and sustainable. UNICEF believes that for training to achieve the maximum possible benefits, it should be carried out in an environment resembling the conditions where it will be put to use.

United Nations Development Program (UNDP)

In the opinion of the UNDP, responding to the priorities established by the recipient countries is the best means of achieving HRD objectives. This reflects, in part, the broad objective of this agency to appraise and evaluate projects having an HRD dimension. A priority is placed on strengthening institutions which make the best use of professionally-trained human resources. Other priorities are to use UNDP resources to fill technology gaps, strengthen national research and development capabilities, and give more attention to mobilizing women and the private sector for development.

United Nations Fund for Population Activities (UNFPA)

This organization views the interrelationship between HRD and population activities as highly dynamic and complex. A multi-disciplinary approach is required to build global, regional and national capacities to respond to the needs in this area. The UNFPA has offered two particular insights: 1) training requirements change as the country develops, and HRD should be integrated with other economic and social policies; and, 2) program and course monitoring and follow-up of trainees is essential.

United Nations Institute for Training and Research (UNITAR)

UNITAR has a unique role as the central training arm of the United Nations. The organization reports a trend to strengthening the long-term education and training capacities of member states, and will give this function a priority in its future activities. An emphasis on institution-building is part of this function.

UNITAR is particularly interested in the design and development of training programs. To achieve this objective, a thorough analysis of the training requirements of potential trainees is emphasized so that material can be tailored to meet these needs. Experience has shown that ongoing program review by experts can result in considerable improvement in training methods.

World Health Organization (WHO)

The WHO has very broad objectives concerning the development of comprehensive national health care systems and training of competent and socially responsible personnel to achieve these objectives. From past experience with manpower imbalances, this organization is placing a greater emphasis on quality as well as quantity in training. This is to ensure the efficient development and management of resources and avoid the "over-production" of expensively trained personnel. Taking into account the economic realities of the recipient country is part of this process. Consistent with this, the WHO believes that there is currently a trend to develop new categories of health care personnel making increased use of traditional health care practices.

8.2 Multilateral Development Banks

The concern of the Development Banks for project-related training and education has provided a narrower range of experiences than is the case for United Nations agencies. However, the banks are some of the largest providers for HRD, and their insights and priorities are vital to progress in this area.

The World Bank, for example, is one of the largest sources of assistance for development-related education and training. In their view, investment in people is of great importance to developing countries as it yields high returns for long-term economic development. Training support has ranged from basic enducation which develops the general skills of individuals to more specialized learning necessary for entry into the labour market.

Similarly, for the Asian Development Bank, the limited capacity of most countries to formulate and implement investment project proposals has been an impediment to the efficient use of resources. Their experience has shown that systematic training is needed to improve the capacity of countries to handle large development projects.

The Inter-American Development Bank has identified shortcomings in Latin America and Caribbean countries that are attributable to inadequately trained personnel. They report that there is more of a demand for quality in training, and that new programs must be carefully designed to show a substantial contribution in comparison with past programs. To achieve this objective of higher quality in training, IADB has decided to act through existing national and regional institutions and programs, having discarded the idea of setting up a training institute. This decision is consistent with what they view as a trend towards decentralization in HRD, as well as the Bank's policy of institution-building in Latin America. Finally, the IADB also sees the need to support programs to meet the longer-term needs at the post-graduate level in order to prepare professionals for leadership positions.

8.3 Bilateral Organizations

Bilateral organizations presented a wide range of views and opinions about their experiences in the field of HRD. In addition to some of the particular

experiences and insights unique to the various reporting donor organizations, there were some common themes. These include the following subject areas:

- Project-Related Training -- Several agencies emphasized the need to improve project-related training.
- Needs of the Recipient Country -- The importance of assessing the needs of the recipient country and taking the steps to properly analyse these needs was a recurring theme.
- Program Monitoring -- A greater emphasis on ongoing monitoring and assessment of training programs to ensure that they meet national objectives is considered essential by many organizations.
- Specialized Courses -- Several agencies indicated that specialized courses (often for a short term) designed for the particular needs of groups of trainees produce greater benefits than individual scholarships.
- Long-Term Focus -- Many agencies now see HRD as a long-term investment. This has resulted in the increased emphasis on institution-building, and for support for facilities in recipient countries and women in development.

Some of the insights and experiences offered by individual organizations are summarized in the remainder of this section.

AGCD (Belgium)

The AGCD has a priority on placing training candidates on-site at Belgium-sponsored projects. The agency now has a preference for shorter training periods, particularly at the post-graduate level.

Australian International Development Assistance Bureau

This agency reports that there must be continual monitoring to ensure that programs meet national objectives. They believe that there should be a focus on training women (i.e., increase participation to 50 per cent) to overcome labour force shortages. In recipient countries, they believe that there should be an emphasis on improving secondary and undergraduate facilities in developing countries and on providing short, practical courses. In Australia, the agency wants to make greater use of courses marketed by institutes and targeted to overseas students.

The Canadian International Development Agency (CIDA) believes that it should make a long-term commitment to the development of managerial skills with flexible programming systems and a linkage of this programming to the planning of development in other sectors. The critical role of women should be a main focus of development efforts. A re-emphasis on primary schooling and basic education is also necessary, as well as an emphasis on the development of local capacity to make comprehensive, but practical assessments of manpower, training resources and future needs.

Finnish International Development Agency (FINNIDA)

Individuals in "tailor-made" courses felt they had had fewer difficulties with their studies and in adapting to the Finnish culture than those with individual scholarships. FINNIDA is planning to integrate their scholarship programs into existing arrangements with the Finnish Ministry of Education in order to stretch limited resources. This would result in a greater emphasis on short-term courses, with complementary practical and research components.

International Development Research Centre (IDRC)

IDRC has reported that a decentralized structure allows HRD activities to be determined by the particular needs of a country or region. They see the need for greater emphasis on Africa and on women. Given its specific mandate, this agency is also concerned with the integration of research and training. In their experience, guaranteed positions in the home country of trainees result in high rates of return and success. More follow-up of awardess is needed to assess the impact of training upon individuals and their institution and in order to improve overall HRD programs.

Overseas Development Administration (Great Britain)

The British aid agency wants to maximize project-related training in its future activities. They also want to encourage countries to nominate more women candidates for training positions and scholarships.

Royal Norwegian Ministry of Development Cooperation (NORAD)

This agency believes that there is now a much greater awareness of the need to devote more resources to HRD. HRD is not viewed as a separate sector of activity, but seen as an "integral and important part of all development assistance." They view HRD as a long-term investment, and ad hoc grants and scholarships are no longer given. Grants and training are linked to NORAD sponsored activities. They also see the need to increase flexibility of programs, thus responding to the needs of specific regions, including their main development partner countries in Africa.

Swedish International Development Agency (SIDA)

SIDA reports that a thorough analysis of training needs is very important in order to understand the unqiue conditions of each country. They view education as a means to meet other social objectives. In the poorest countries, there is a need to consolidate programs to best achieve these objectives. Although they see a growing demand for vocational training, they also believe that training in institutions should be broad to allow for changes in technology and production methods. Finally, they report that training in projects must be strengthened.

U.S. Agency for International Development (USAID)

For this agency, aid is most effective when it is implemented with a broad, sustained systematic approach. USAID does not believe that economic need alone is a sufficient condition for support. USAID bases their HRD funding decisions on analyses which show that a country will take steps to implement the necessary education policy reforms.

Vocational Training Corporation (VTC, Jordan)

The VTC reports that their experience has shown a need for continuous assessment of training needs at the national level. As part of this process, continuous follow-up and evaluation of training programs are essential.

8.4 Canadian Non-Governmental Organizations

The Canadian NGO's and executing agencies participating in the survey generally have a very practical focus. Several discussed the importance of the practical aspects of training. Although they are typically not involved in formulating their own policies about HRD, they are very interested in the exchange of information in order to improve program delivery. For example, the Association of Canadian Community Colleges believes that there is a need to share experiences in providing Canadian support for international development. This process of information exchange should include sharing experience on institution-building and educating colleagues on projects.

The ACCC, the Foundation for International Training (FIT) and the Aga Khan Foundation all reported that supporting institutions is a priority, either through developing linkages with professionals (Aga Khan Foundation) or cooperation in training programs (FIT, ACCC).

8.5 U.S. Foundations

The American foundations participating in the survey reported a variety of priorities for their activities in HRD. Institution-building and training of professionals were frequent themes, as were some special priorities such as rural development. For the W.K. Kellogg Foundation, professional training and education remains the priority. For the Ford Foundation, institution-building, achieved by establishing self-sustaining organizations, is the main objective. Other priorities for the Ford Foundation include human rights, reducing rural poverty and dependence, and promoting international understanding of development and underdevelopment. The Winrock International Institute for Agricultural Development reports a very positive experience with a pan-African research program started in 1984. This program involved a network of individuals and institutions conducting work in rural social sciences. This approach of establishing networks has proven so successful that they are planning to duplicate the process in other developing regions, emphasizing networks bringing together individuals in the biological and social sciences.

9.0 SUMMARY AND CONCLUSIONS

9.1 A Summary of Survey Findings

The IDRC/CIDA HRD Survey represents a significant first step towards a comprehensive and ongoing study of the human resource development activities of international development organizations and donor agencies. As HRD issues and objectives become increasingly important to the global community of development organizations, the merits of such research will become readily apparent. For Canadian development organizations, a sound knowledge of the HRD policies and activities of multilateral and bilateral organizations will contribute to improving the quality and effectiveness of Canadian aid initiatives in this area. For the broader global community, a shared understanding of the scope of HRD activities around the world will provide the opportunity for coordinating and enhancing HRD policies and programs.

The objective of the survey research has been to provide a profile of the current HRD activities of some of the major development organizations, and to provide a benchmark against which future activities in the field can be compared. The survey has been very successful in meeting these objectives and the varied and detailed responses represent a rich source of information with which to review the field.

A total of 62 organizations, purposively selected by IDRC and CIDA for their activities in human resource development, were included in the survey sample. The list included bilateral donor organizations, UN agencies, Multilateral Development Banks, Canadian NGO'S and US Foundations. Responses were received from 48 organizations, including almost all of those considered to be major contributors to HRD. The variety and the quality of the information provided was exceptional and the survey data should be a useful resource for some time to come.

The qualitative information, including the opinions, illustrations and descriptions of HRD activities and experiences, was the most useful type of information provided and is the real strength of the survey. The quantitative information was often incomplete, for reasons which included the lack of availability of data to the organization and differences in definitions. Because of the mixed quality of the quantitative data we do not recommend that it be used to make inferences to the overall population of

development communities. However, this data has been very useful in providing information about broad patterns and trends.

There were six broad issues or themes for the survey including:

1. Definitions of HRD, as well as the related issues of organizational mandates and objectives for HRD.

2. Training program activity - was the issue for which most of the quantitative data was requested. This included HRD budgets, numbers and distribution of scholarships, types of training programs, etc..

3. Selection of candidates - the process of nominating and selecting candidates and institutions.

4. Support services for trainees - the kinds of financial and other support offered to trainees.

5. Monitoring and evaluation - a very important issue for the improvement of HRD activities.

6. Insights and experiences - the shared and unique experiences and knowledge of organizations working in the field.

This summary section presents some of the more important findings relating to these major issues.

9.1.1 Definitions of Human Resource Development

The core definition of human resource development presented by most organizations includes the traditional education and training-related items such as scholarships, trainees and awards. However, this broad consensus about basic definitions does not extend to the more complex definitions presented by some organizations. These definitions, which included components related to economic development (e.g., trade, marketing, financial management) and social development (e.g., social communication, preventative health care, social and political rights), did not seem to be appreciated or used by many organizations. In fact, most respondents did not attempt to come to grips with a conceptual definition of HRD. Instead, they provided practical definitions of HRD based on their current activities.

For many development organizations, human resource development is an important component of their organizational mandate, and human resource development forms the basic rationale for a significant number of programs and activities. The mandates of multilateral organizations, especially UN agencies, generally tend to be broader than those of bilateral organizations with regard to HRD. Several UN agencies reported mandates for a wide range of activities to strengthen the capacities of developing nations in broad sectors such as health care, agriculture, or economic development. Many bilateral organizations reported mandates for more specific HRD activities in areas such as education, technical cooperation and project-related training.

9.1.2 Training Program Activity

Training programs provide the practical means for development organizations to translate objectives and policies into action. Survey respondents were asked to provide details about different aspects of their training programs including the location of the training, the distribution of HRD funds by region, and the allocation of scholarships by region, sector and gender. In general, the quantitative survey data was not sufficiently detailed to permit the "snapshot" of activities that had been intended. However, the overall quality of the data was satisfactory for the analysis of basic patterns and trends. A summary of some of the key findings is presented in the remainder of this section.

Training Programs: Priorities

Three priorities emerged from the analysis of the presentations of development organization about training programs:

1) project-related training;

2) institution-building; and,

3) training of trainers.

Project-related training was the most frequently reported characteristic of training programs. Bilateral organizations and the multilateral development banks are

particularly concerned with project training and reported extensive involvement in this area.

After project-related training, institution-building was the most frequently mentioned HRD activity of development organizations. The major objective of institution-building is to promote and facilitate the process of enabling countries to support and undertake their own development activities, generally, by encouraging the development of skills and expertise of professionals and experts at selected institutions. Bilateral organizations in particular reported that their activities had an institutional focus. Some specific types of programs designed to build institutional capacity include directing scholarships and awards to specific institutions, establishing networks with specific institutions, publishing educational materials and training administrators of educational institutions.

The training of trainers is an activity generally related to institution-building. Approximately 50 per cent of organizations reported sponsoring programs for the training of trainers. This number includes examples of all types of organizations in the survey sample, with the exception of the multilateral development banks. Most donors involved in institutional development use the training of trainers as one of the primary methods of change. Trainers are exposed to the most up-to-date methods and materials with the understanding that such educational "technologies" will be transferred to a large number of people in recipient countries and institutions.

Types of Training Programs

There were three major characteristics or dimensions of training programs discussed by survey respondents: 1) the level of education; 2) the duration of training courses; and, 3) the area of specialization.

Development organizations focus their HRD programs on activities for different levels of education. There is a continued emphasis on post-secondary and professional training. For example, the US Foundations and Development Banks generally sponsor university-level and advanced-level training for professionals. Several bilateral organizations provide training at all levels but emphasize the university level components. However, there is a renewed emphasis being placed upon vocational and practical training, particularly by many bilateral and multilateral organizations (although

this is usually not to the exclusion of university-level training). There were also a few organizations which provide support mainly at the primary and secondary levels. In general, there seems to be a greater appreciation by many organizations of the merits of primary, secondary and non-formal basic education and these are emerging as a priority.

Most organizations reported that they sponsor both short-term and long-term training programs. None reported sponsoring long-term training exclusively, although several organizations indicated that they restrict their activities to short-term training programs. In general, there appears to be a trend towards shorter and more focused courses. Several organizations reported success with specialized or "customized" courses (particularly at the more advanced levels of education) delivered to carefully selected candidates with particular training needs.

Multilateral organizations generally conduct the greatest proportion of their training in the areas of education, health and management/administration. United Nations agencies tend to specialize in just one or a limited number of areas, and almost always award support to applicants training in these areas. On the other hand, bilateral organizations generally conduct the greatest proportion of their training in the technical/industrial, resource-based and agricultural sectors. Many are involved in training in a number of varied substantive areas and sectors. Some have reported, however, that they want to place a greater emphasis on sectors in which their country has expertise and training capacity.

Some additional key findings concerning training program activities of development organizations are summarized in the following points:

- For bilateral organizations, approximately 50 per cent of HRD expenditures in 1986 went to Africa, 32 per cent went to Asia and 18 per cent went to Latin America and the Caribbean. (Note: Many bilateral organizations could not provide this information.)

- For bilateral organizations, the proportionate allocation of scholarships in 1986 by region was similar to the distribution of expenditures; 49 per cent of scholarships were awarded in Africa, 40 per cent were awarded in Asia and 12 per cent were awarded in Latin America and the Caribbean.

- For multilateral organizations, approximately 44 per cent of HRD expenditures in 1986 went to Africa, 45 per cent went to Asia and 11 per cent went to Latin America and the Caribbean.

- For multilateral organizations, the proportionate allocation of scholarships in 1986 by region was very different to the distribution of expenditures; 37 per cent of scholarships were awarded in Africa, 29 per cent were awarded in Asia and 34 per cent were awarded in Latin America and the Caribbean. These differences seem to indicate that the types of training programs vary significantly by region.

- Bilateral organizations awarded a relatively greater proportion of scholarships to women in 1986 than multilateral organizations in all regions: 18 per cent versus 11 per cent in Africa; 32 per cent versus 25 per cent in Latin America and the Caribbean; and, 17 per cent versus 13 per cent in Asia. Significantly, the proportion of scholarships awarded to women by both types of organizations was much higher in Latin America and the Caribbean than in Africa or Asia.

9.1.3 Selection of Candidates for Training

Recipient countries are usually responsible for the nomination of candidates for training, particularly for programs sponsored by bilateral organizations. However, the selection of candidates typically remains the responsibility of the development organization. Most organizations rely on selection committees to determine if candidates meet all the necessary requirements.

Most organizations also select or suggest the appropriate institution for the trainee. A few organizations have a policy of placing candidates in developing countries, whether in the trainee's country or another. For many organizations, for which placement in institutions in developing countries is just one of many alternatives, the support for training in a developing country is part of an overall development policy which seeks to support and reinforce indigenous capacity and institutions.

Increasingly, development organizations are emphasizing the potential role of the candidate within the recipient country, institution or sector. Several organizations require that candidates be guaranteed an appropriate position upon return to the recipient country after the completion of training.

9.1.4 Support Services for Trainees

Support services for foreign students are intended to help trainees adapt to conditions in the donor country and to feel comfortable in a new learning environment. Types of support mechanisms include language instruction, financial

support for families, briefings on the culture and society of the donor country, assistance in practical affairs such as finding accommodation, and trips home for the student.

Few organizations provided information about support services for students, perhaps because few organizations provide comprehensive support packages for trainees. Multilateral organizations in particular appeared to provide very little support in this area, while bilateral organizations usually indicated that they offer some support to foreign students. Briefing sessions on simple but important topics such as how the organization works and how to get settled are the most common types of support made available. A large number of bilateral organizations also provide at least one "cross-cultural" briefing. Few organizations provided language training. Most require candidates to be fluent in the language of training prior to selection.

Financial support for the student's family in the donor country or paid visits home are provided by several bilateral organizations. However, many prefer to minimize such support in the belief that the trainee should have as few distractions as possible during the training period, particularly when the training period is short. Some organizations do not provide support for spouses to accompany the trainee; others will support the travel costs of the spouse but not those of other dependents.

Debriefings for students upon their return to the home country are not provided by many organizations. A few bilateral organizations and one U.S. Foundation reported that they provide this service to ease the re-adjustment of the student and , if necessary, help in finding employment.

9.1.5 Monitoring and Evaluation

Program monitoring and evaluation are integral components of a broader program development cycle which includes program design, implementation, and re-design or modification. Monitoring involves the ongoing activity to collect the information necessary to assess the progress of an activity. Evaluation is the formalized process of research and analysis to determine the extent to which a program has achieved its objectives, to assess the impacts, and to consider the continued rationale for the program.

In general, development organizations responding to the survey do not appear to place a strong emphasis on monitoring and evaluation of their programs. (Approximately 50 per cent of responding organizations provided some information about program monitoring and evaluation.) Monitoring and follow-up of individual trainees was discussed by many organizations but broader program monitoring and evaluation was not. Furthermore, there was little indication that the results of monitoring or evaluation activities are used to review program objectives or HRD policies and few indicated that any formal process for program review and modification based on evaluation results is incorporated into program planning and design. There was some discussion of expert review of training materials to improve course quality but little in the way of using feedback from the evaluation process to rethink programming decisions.

Reports prepared by trainees themselves, including formal self-administered questionnaires and less formal self-reports, were the most frequently reported method of monitoring trainee progress. Supervisor or trainer reports were also used to monitor progress. Less frequent are field visits, which are often associated with development projects. Many organizations perform some form of follow-up after the training period has been completed, usually once the trainee is established in an employed position. This is usually conducted from the donor country. Long-term follow-up and monitoring generally were not discussed.

Most organizations do not seem to make the effort required to collect the types of information which are needed to conduct a formal evaluation. The data resources used for program evaluation are typically the same as those used for trainee monitoring: trainee reports, correspondence with trainees, questionnaires completed by trainees and supervisor reports. More formalized performance measures or comparisons of the relative efficacy of different programs were not mentioned by any organizations. Most organizations discussing evaluation seem to believe that this subject requires much more attention and effort in the future. For example, tracer studies are required in order to measure the impact of training upon an individual's current and future role in development.

9.1.6 Insights and Experiences

The respondents to the HRD Survey represent some of the most important organizations active in the field of human resource development. In the final section of

the survey questionnaire these respondents were asked to share some of their experiences in the field and insights which they have gained from their work. The responses on these topics provided some of the most interesting information in the survey. They tended to be highly individualized, reflecting a diversity of objectives, policies and programs and the methods for implementing them. The findings for six of the most important themes which emerged from a review of the information provided on this topic can be summarized as follows:

1. *Training Needs Assessment.* Many organizations emphasized the importance of focusing on the needs and priorities of recipient countries. They also stressed that these needs change as development occurs and that the needs assessment and tracking of awardees must be ongoing and constant.

2. *Institution-building.* Many organizations reported that the most effective way to build national capacity is to work through existing institutions and networks. Some reported success with networks (of experts and activities) operating at the regional level. At least one organization has scrapped plans to start up its own new institution in favour of supporting existing ones.

3. *Focus on quality, not quantity.* A large number of organizations reported that specialized training courses designed for carefully selected individuals was the most successful approach to human resource development. They cited past experiences with "mass production" of trainees that created an overabundance of personnel skilled in areas for which there were not enough jobs. This focus on quality in training involved many things including better needs assessment, customized training programs, assured job placements, and continuing support for the individual and institution.

4. *Program monitoring.* Many organizations see the need for better monitoring of trainees. It is generally realized that there is a large gap in the ability of most organizations to rate the impact and success of their programs.

5. *Long-term benefits.* A major theme was the need to see the benefits of human resource development as a long-term outcome. Most respondents saw that the challenge here is in convincing the recipient developing countries of this view, given the urgency of other pressing matters such as the economy, debt, war or civil strife.

6. *Sharing of knowledge*. Several development organizations are interested in some kind of forum for sharing the knowledge of other organizations active in human resource development. The see the need to benefit from the experiences of others.

9.2 Conclusions

The study evidence clearly confirms the growing importance of HRD. The burgeoning interest in HRD is reflected in recent literature and policy, the high levels of interest expressed in the survey (high response rates), and the major investments in HRD noted by survey respondents (about 25 per cent of total budgets). There is a general sense that human resource development provides many distinct advantages and, unlike bricks and mortar, that they may be self-sustaining. Unlike physical capital investments, which begin to deteriorate from their point of installation, HRD can seed further development (after the initial investment) in a kind of snowball or networking sense. Although HRD will never replace more conventional forms of physical investment, it does provide an attractive medium and long-term strategy for building human capacity and skills. There is a sense that this interest in HRD is not a fad or ephemeral trend, but a durable and fundamental change to the development strategies being employed.

At the present time, further progress towards more effective and coordinated investment in the HRD option is being frustrated by the absence of a big picture. There are two major factors which have contributed to this situation.

First, there is a need for an enhanced dialogue between the different actors in the development community; a need which most development organizations recognize. Better communication among the bilateral and multilateral organizations, U.N. agencies, foundations and NGO's would result in a greater cross-fertilization of ideas, improve the coordination of activities and harmonize the effects of one another's HRD efforts upon development. The wealth of experience and know-how that exists within the development community needs to be shared with one another.

Secondly, there is a need for a centralized reservoir of information and knowledge about the HRD activities of the major development organizations. The responses provided by the participants of this survey represent a significant first step

towards this objective. The presentation of the results is an initial attempt at documenting, in a comprehensive and comparable manner, the objectives guiding HRD activities and the varieties of program forms and delivery mechanisms. To continue to make progress in this area, there is a relatively urgent need to work together towards creating and institutionalizing a knowledge system that would allow development organizations to undertake comparable analyses of HRD actitivies, to identify trends and to coordinate policies and programs.

We hope that the 1988 IDRC/CIDA HRD Survey is not an isolated activity, but represents the beginning of an ongoing process leading to a better understanding of human resource development.

APPENDIX A

List of Organizations in the Sample

APPENDIX A
Sample of Organizations

	Completed Questionnaire	Partially Completed	No Questionnaire	No Response
Bilateral Organizations				
Administration générale de la cooperation au développement (AGCD)(Belgium)	X			
Australian International Development Assistance Bureau	X			
Canadian International Development Agency (CIDA)	X			
Danish International Development Agency (DANIDA)	X			
Department of Foreign Affairs, Ireland	X			
Deutsche Gesellschaft fur Technische Zusammenarbeit (GTZ) (West Germany)		X		
Direction de la coopération au développement et de l'aide humanitaire (Switzerland)				X
Directorate of Manpower and Training, Pakistan				X
Federal Ministry of Foreign Affairs (Austria)	X			
Finnish International Development Agency (FINNIDA)	X			
International Development Research Centre (IDRC)	X			
International Training Centre for Advanced Technical and Vocational Training, Italy				X
Ministry of Cooperation (France)				X
Ministry for Development Cooperation (Netherlands)	X			
Ministry of Foreign Trade (Italy)	X			

	Completed Questionnaire	Partially Completed	No Questionnaire	No Response
Bilateral Continued				
Natural Sciences and Engineering Research Council of Canada (NSERC)		X		
Overseas Development Administration (Great Britain)		X		
Overseas Economic Cooperation Fund of Japan (OECF)	X			
Royal Norwegian Ministry of Development Cooperation (NORAD)	X			
Swedish Agency for Research Cooperation with Developing Countries (SAREC)			X	
Swedish International Development Authority (SIDA)		X		
U.S. Agency for International Development (USAID)		X		
Vocational Training Corporation (Jordan)	X			
Multilateral Organisations				
United Nations				
Asian and Pacific Skill Development Program (APSDEP) of the ILO		X		
Centre interafricain pour le développement de la formation professionnelle (Côte d'Ivoire)	X			
Centro Interamericano de Investigación y Documentación sobre Formación Profesional (CINTERFOR)	X			
Food and Agriculture Organization of the United Nations (FAO)	X			
International Institute for Educational Planning (IIEP)	X			
International Labour Office (ILO)		X		

United Nations Continued	Completed Questionnaire	Partially Completed	No Questionnaire	No Response
UNESCO				X
UNICEF	X			
UNIDO				X
United Nations Development Program (UNDP)		X		
United Nations Fund for Population Activities (UNFPA)	X			
United Nations Institute for Training and Research (UNITAR)		X		
United Nations University (UNU)	X			
World Health Organization (WHO)	X			
Development Banks				
African Development Bank	X			
Asian Development Bank	X			
Inter-American Development Bank		X		
World Bank		X		
Other				
Commonwealth Fund for Technical Cooperation	X			
Council for the Development of Economic and Social Research in Africa				X
European Economic Community (EEC)				X
OECD Development Centre		X		
Organization for Economic Cooperation and Development (OECD)		X		
Organization of American States (OAS)	X			
Canadian NGO's				
Aga Khan Foundation Canada		X		

	Completed Questionnaire	Partially Completed	No Questionnaire	No Response
Canadian NGO's Continued				
Association of Canadian Community Colleges (ACCC)		X		
Association of Universities and Colleges of Canada (AUCC)				X
Canadian Council for International Cooperation (CCIC)		X		
Centre canadien d'études et de coopération internationale				X
Foundation for International Training (FIT)		X		
Petro-Canada International Assistance Corporation				X
World University Services of Canada (WUSC)		X		
U.S. Foundations				
Board on Science & Technology for International Development (BOSTID)		X		
Carnegie Corporation of New York			X	
Ford Foundation		X		
Pan-American Development Foundation				X
Rockefeller Foundation			X	
W.K. Kellogg Foundation			X	
Winrock International Institute for Agricultural Development		X		

APPENDIX B

Organizational Profiles

APPENDIX B.1

Bilateral Organizations

Administration générale de la Coopération au Développement (AGCD)
5, Place du Champ de Mars, boîte 57
1050 Bruxelles
Belgique

Contact--C. Winterbeeck, General Administrator, Direction générale de la préparation et de l'évaluation des politiques (Policy evaluation). Other divisions responsible for HRD are Direction générale de la préparation et de l'exécution des programmes (Program execution) and Direction générale des services centraux (Central services).

Background--Founded in 1962, the Administration générale de la coopération au développement (AGCD) is a public organization. Its annual budget for 1987 was US$ 305 million, of which US$ 8.9 million was dedicated to study grants, US$ 9.8 million to course grants, and US$ 554,600 to local grants, for a total of US$ 19.3 million dedicated to HRD. Grants awarded by AGCD are funded by the Belgian Treasury, so far unassisted by the private sector. Each year, however, the AGCD allocates a budget to NGOs who are active within developing countries in order to allow them to provide study and course grants in Belgium in the context of their project needs.

Goals--To coordinate the Belgian cooperation policy; to institute bilateral and multilateral policies; to promote Belgian investment and capital transfer towards the developing countries if these funds contribute to the economic and social development of the countries concerned; to organize knowledge transfer towards the developing countries; to make the Belgian population more aware of development issues and problems; and to evaluate development assistance activities.

Training Programs--A 2-3 month grant period may be awarded before the start of the academic year if an accelerated language course (French/Dutch) proved necessary prior to training. Language training is provided through language laboratories at the universities. Occasionally, grant recipients are required to better their linguistic ability during their training period.

Selection Process--When awarding study grants, the AGCD takes the following criteria into consideration when selecting candidates:

- the age of the candidate is crucial (those who are too young will not have been in the work force in a developing country for a sufficient period of time and hence will not know what exactly they wish to achieve in Belgium).
- candidates residing or practising professionally in the countryside have a greater chance of being selected.
- the AGCD tends to discourage the presence of numerous family members who may interfere with the candidate's academic performance.
- the AGCD tries to provide as equal a study opportunity as possible to those not having the financial means at their disposition to pay for further education.
- those who have not specialized or who have not yet been abroad are often given priority over others who have.
- academic records are of paramount importance, as well as the applicability of the project to be undertaken. Those having a well-outlined project within the context of Third World development are more likely to be selected.
- finally, the candidate must be in good physical and mental condition.

Monitoring Mechanisms--With respect to monitoring, study grant recipients are supervised by a Pedagogical Monitor and must submit a progress report to the Administration after each exam session. Course grant recipients are supervised by a course leader and must submit a course report to the Administration at the end of their training period. Routine visits to the institutions which provide the training courses are carried out by the course leaders.

Doctoral (Ph.D.) students must submit a report to the AGCD which outlines their work progress, any potential changes to the initial program, anticipated activities during the course of their next session, and comments made by the thesis supervisor. International post-graduate courses (organized by Belgian universities and funded by AGCD) are specially designed for nationals of developing countries; every three years they are evaluated by foreign experts with the Administration. The Grants Division maintains close ties with the authorities of the Belgian universities in order to evaluate the work of the grantees funded by AGCD.

Support Services--These services include provision of facilities for the immediate family of the candidate, language training where necessary, and since short study terms (i.e., one year or less) are strongly discouraged, transcultural adjustment sessions are provided for those staying for two to three years.

Insights and Priorities--Priority is granted to candidates/grantees affiliated with on-site Belgian development projects. Study grants are awarded to nationals of Third World countries who wish to obtain a specialisation in Belgium and are unable to do so in their local universities. Most of these grants are awarded to candidates at the post-graduate levels and to those already possessing some fieldwork experience. Course grants last 3-6 months on average, and are awarded to candidates already in the work force.

In the context of the general development policy of AGCD, the sectors accorded top priority are: agronomy, rural development, agro-industry, infrastructures, communications, public health and education. More and more, AGCD tries to award grants to students at the post-graduate level, and for shorter training sessions, as successful candidates become better qualified.

Source: HRD Questionnaire

Australian International Development Assistance Bureau (AIDAB)
PO Box 887
Canberra City, Act 2601
Australia

Contact--Mr. Peter Callan, Director, Bilateral Planning, Coordination and Review, Country Programs Division.

Background--The Australian International Development Assistance Bureau (AIDAB), founded in 1973, is a national government agency responsible for the development and implementation of Official Development Assistance (ODA) programs. The annual budget for the 1887/88 fiscal year was US$ 963 million, with US$ 35 million allocated for training and US$ 88 million for student subsidies, totalling US$ 123 million dedicated to HRD.

Goals--To foster the acquisition of skills and knowledge including the adaptation and application of relevant skills and knowledge to enhance the development capacity of a country and contribute to the attainment of its economic and social development goals.

Training Programs--Overall, there are three types of human resource development aid programs involving general capacity building, educational institution development and project-related skills. Training mechanisms utilised are academic and practical technical or vocational courses, short term study tours/practical work attachments, seminars/conferences and on-the-job training. Academic courses are offered at the secondary (limited), undergraduate and post-graduate levels. Other post-secondary training (often non-credited) is also offered.

Selection Process--Training aid programs are focused on assistance in countries in the South Pacific and Papua New Guinea, South-East Asia, the Indian Sub-Continent and Indian Ocean, Africa and the People's Republic of China. Overseas missions communicate information about scholarships to potential recipients through the nominating authority in these countries. Students must be approved by their own government and are often selected on grounds other than academic merit. Criteria of the recipient government prevails; however, training must be in a substantive area in which Australia has relative expertise. The Overseas mission advises on necessary pre-requisites. Institutions are selected based on the suitability of relevant courses.

Interviewing and selection by the nominating authority ensures that individuals are properly qualified and well motivated. Factors considered are academic background, work experience and the relevance of training to the nominee's future employment. Once matched with an appropriate institution, bridging and, in some cases, qualifying courses are provided to prepare students for training. Students/trainees are also required to pass the Short Selection (English) Test to ensure that knowledge of the language is adequate for the study program. AIDAB will undertake to provide English language training in one of its two schools if the student is not proficient enough. Tutorial assistance can also be arranged for students having difficulties with their courses.

Monitoring Mechanisms--AIDAB performs regular financial and statistical monitoring throughout training, including pre-departure questionnaires to evaluate training, welfare and social services. Country specific evaluations have also been undertaken, although no post-training and course effectiveness evaluation mechanism is in place at this time.

Support Services--Pre-departure briefings on Australia and living as a sponsored student are given at overseas posts. An orientation session, advising on cross-cultural understanding, accommodation and payment of allowances and study methods takes place in the regional offices. Academic progress is monitored through regular liaison between academics and trainees, as well as meetings between awardees and AIDAB Training Officers and Social Workers. Topics include changes to the training program and any difficulties experienced by the trainees.

Insights and Priorities--AIDAB continually evaluates its programs to ensure that training reflects national development objectives. The overall focus is on overcoming manpower shortages, and as such, measures have been undertaken to increase the participation of women in training to 50 percent. Particular emphasis is being placed on building up secondary and undergraduate facilities in developing countries, while in Australia, training is largely conducted at the post-graduate and vocational levels. Also, more emphasis is being placed on in-country training for short, practical courses. Courses marketed by institutes and targeted towards overseas students are being more heavily utilised. AIDAB is also concentrating on increased flexibility in the training of project-related skills and the careful supervision and monitoring which assists students in achieving success.

Source: HRD Questionnaire

Canadian International Development Agency (CIDA)
200 Promenade du Portage
Hull, Quebec K1A 0G4
Canada

Contact--Mr. Pierre Beemans, Director General, Social and Human Resource Development Division.

Background--CIDA is the federal agency responsible for Canada's Official Development Assistance (ODA) Program. It was founded in 1969 and reported an annual budget of US$2.17 billion in 1986, for which 22 per cent is dedicated to HRD.

Goals--The mandate of the Social and Human Resource Development division is to develop policies and procedures, provide technical and professional advice and expertise, to provide operational and administrative support services to facilitate HRD program delivery, and to provide briefings and cross-cultural training programs. HRD is defined as the development of individual, group and institutional capacities for self-sustained learning generation of technology and implementation of development activity.

CIDA and the World Bank have jointly financed several projects involving HRD in developing countries. CIDA has participated with many NGOs in the direct provision of HRD activities in Third World countries and in Canada. CIDA is also involved in the institutional development of Third World NGOs. Private sector/NGO consortia to manage or administer training and scholarship programs are also used. CIDA is also involved with private and public sectors involved in providing institutional development, project-related training and practical attachments.

Training Programs--CIDA supports three types of HRD, involving general capacity building, project-related training and institutional/organisational development. General intellectual and academic formation, mainly at the post-secondary level, are supported. Technical, professional and vocational, task-oriented skills development and research are also supported. Organisational analysis, design and strengthening of structures, systems and knowledge are supported to increase the efficiency and effectiveness of the management and administration of organisations and institutions in developing countries. The analysis and shaping of social attitudes and values required to mobilise individuals, groups and community efforts towards development is also supported. CIDA extends academic and technical scholarships from the post-secondary to post graduate levels. Study tours, attachments, internships and apprenticeships, and workshops and seminars are also part of the training program. Institutional linkages and distance education are covered as well. CIDA provides language training, when needed, to trainers and trainees. Interpreters can be provided for short-term training and study tours.

Selection Process--Some CIDA desks (eg., China, Indonesia) have joint Canada/recipient selection committees. These include representatives of Canadian training institutions to assist in needs identification, review of applications and to determine if the candidate is suitably qualified for the training.

Bilateral discussions are utilised to communicate information in the context of country program planning process. CIDA receives specific requests for training and scholarship-related information. Marketing missions led by Canadian consulting firms and professional associations managing CIDA's Scholarship and Training Projects often result in the communication of information. Some information is distributed in response to inquiries to Canadian NGOs or universities or through information provided by the Canadian Embassies abroad.

Monitoring Mechanisms--CIDA is making more use of HRD monitoring to provide current information on projects. Evaluations are conducted using base line studies, mid-project, end projects (3 months after the project), and follow-up (impact) studies 1-5

years after the completion of the project. Corporate evaluations of CIDA's support of post-academic and some technical institutions are underway. The Latin American Division is undertaking a study of the effects of Brazilian training and Canadian study tours on Brazilian trainees and their local institutions. Tracer studies and trainee questionnaires are used as follow-up methods. Programs are upgraded and new mechanisms are adapted to ensure that newly acquired skills are maintained.

Support Services--CIDA offers pre-departure and in-country cross-cultural briefings and de-briefings. The institution is presently developing mechanisms to ensure that CIDA-funded students receive adequate support services. CIDA Headquarters houses a briefing and de-briefing centre. Langauge training takes place in-country and/or in Regional centres in Canada attached to Canadian universities.

Insights and Priorities--Human resource development requires long-term and comprehensive commitments to development of managerial skills, flexible systems of HRD programming and the linking of programming with the planning of development in other sectors. There is a need to focus development efforts on the critical role of women in the Third World. A re-emphasis on the primary schooling and basic education for functional literacy and numeracy is also necessary. CIDA is placing more emphasis on the development of local capacity to make comprehensive but practical assessments of manpower, training resources, and future needs.

Source: HRD Questionnaire and Discussion Paper on Human Resource Development, Human Resource Development Activities of the Canadian International Development Agency, Education and Training Section, Social and Human Resource Development Division.

Danish International Development Agency (DANIDA)
Ministry of Foreign Affairs
Asiatisk Plads 2
DK-1448 Copenhagen Denmark

Contact--Mr. Henning Melchior, Head of Fellowship Section

Background--Founded in 1962, the Danish International Development Agency (DANIDA), is a government agency with an annual budget (in 1988) of 912,000. Untied bilateral project assistance, humanitarian assistance as well as assistance in the form of experts, volunteers and fellowships are provided exclusively as grants. Multilateral assistance amounts to almost half of total Danish aid disbursements. Contributions to multilateral development institutions include: UN agencies (UNDP, UNICEF, UNHCR, WHO), other multilateral experts, European community, the World Bank group, Regional development institutions and other non-UN agencies. Multi-bi contributions are provided by FAO, ILO and WHO, among others. Co-financing agreements exist with IBRD, ASDB and UN agencies. Direct investment is an additional means of channelling resources to LDCs.

Goals--Fellowship Program finances studies for students from developing countries. Study facilities are provided in the form of special courses and studies designed to make the Fellowship holders better qualified for professional work in their countries. Danish development aid program views, technical assistance as a supportive function for the implementation of development projects, and technical assistance becomes more and more concentrated on the assigning of experts and the granting of fellowships in connection with Danish bilateral projects.

Training Programs--All courses are short-term training programs at the vocational level, with the exception of a small number of post-graduate programs (Masters, Ph.D.) in Tanzania and Zambia. There is no formal language training program provided, although courses are given in English or in a few cases, in French. For both experts and volunteers, general orientation and language courses are arranged prior to their assignments. For experts, the courses are of 2-3 weeks and for volunteers of 6-8 weeks duration. While courses for volunteers continue to be held in Africa, the courses for experts are held in Denmark.

Selection Process--Fellowships are primarily granted in conjunction with other financed activities or other cooperation between Denmark and the country in question. Fellowships, as a rule, are granted only to nationals of developing countries with an annual per capita GNP of up to 1,500 dollars. In special cases, fellowships may be granted to developing countries with a GNP of up to 2,500 dollars, if connected with other comprehensive development-oriented cooperation. A system of personal analysis, in addition to the normal selection instruments, has been introduced and is now included in the recruitment procedure on a permanent basis.

Monitoring Mechanisms--Monitoring mechanisms include questionnaires collected from participants at the end of the course. In some cases, this is supplemented by evaluation by counsellors on Education and by the Monitoring and Evaluation Unit. The personnel assistance of the four Nordic aid agencies are subject to a joint Nordic evaluation. This evaluation focuses on the achievements and shortcomings of the technical assistance programs.

Insights and Priorities--Findings from seven evaluations of NGO projects undertaken in 1985 show that monitoring of the projects requires more attention on the whole.

Source: HRD Questionnaire and all additional information from Annual Report 1985.

Department of Foreign Affairs (Ireland)
76-78 Harcourt Street
Dublin 2
Ireland

Contact--Mr. D. Boyle, First Secretary of the Development Cooperation Division

Background--Founded in 1973, the Department of Foreign Affairs is a Government Department responsible for Ireland's Official Development Assistance (ODA) Program. Its annual budget is US$ 48 million and for 1987, US$ 1.15 million was devoted to fellowships. Participation with other agencies includes co-funding of training with multilateral organisations such as UNU, EDI, ILO, etc.. Irish bilateral assistance to developing countries is financed from the budgetary allocation for International Cooperation. The Bilateral Aid Program (BAP) administered by the Department of Foreign Affairs is the major element of Irish Bilateral assistance, absorbing four fifths of bilateral expenditure. It is financed from the Bilateral Aid Fund.

Goals--To develop policies and procedures to facilitate HRD to provide operational and administrative support services to achieve this objective. The provision of assistance to developing countries in the field of Education and Training is a major objective of the BAP. This reflects both the importance of this sector for developing countries and the expertise and experience which Irish personnel and institutions have to offer.

Training Programs--Type of training programs include: project-related, both short and long-term specially designed and focussed on training projects; institution strengthening, training of trainers, twinning of training institutions and University faculties. Fellowships are provided to students from developing countries at undergraduate and postgraduate level in Irish Universities and at Regional Technical Colleges and at DEVCO (State Agencies Development Cooperation Organisation) agencies. Priority is assigned to fellowships related to Irish Aid in priority/partner countries, in order to meet the training needs arising from Irish Aid projects. A subsidiary objective of the program is to provide support to courses in Ireland run specifically for participants from Third World countries.

Training mechanisms include formal education programs (i.e., B.A., M.A., Ph.D.), short-term specialised coursed, workshops and seminars and specific project-related training. English language training is provided where necessary. With few exceptions, students study in the donor country i.e., Ireland. Short-term courses of 4-8 weeks, organised by DEVCO Ireland are geared to managerial level candidates from developing countries. Information about scholarships and training opportunities is communicated abroad through Irish Embassies and Consulates.

Selection Process--Priority countries are Tanzania, Zambia, Lesotho and Sudan. The selection of suitable fellows is carried out under the supervision of the DCO's (Development Cooperation Officers) in the priority countries with the final decision of the fellowship award being made by the Department of Foreign Affairs. The applicants must show that he/she has the necessary qualifications (including an adequate knowledge of English); the Development Cooperation Officer must be satisfied that the applicant undertakes to return to his/her home country to use the training received in Ireland for the purpose for which it was intended; applicants must sign an undertaking to spend at least two years in his/her home country for each year of training received in Ireland or otherwise refund the cost of the training to his/her own government; and finally, applicants must undergo a medical examination.

Monitoring Mechanisms--Monitoring is conducted by the Education Officer by monitoring students' academic studies and by obtaining routine reports on their progress.

Support Services--The Irish Council for Overseas Students (ICOS), Dublin provides certain support services relating to the welfare of students. The reception and orientation services which they provide help students become familiar with their environment while the accomodation service facilitates the students in finding suitable accommodation. Education Officers provide English language tuition for students who have problems understanding the technical terms relating to their courses of study. ICOS provides a Language teacher to cater for a class of two, three or four students at a time.

Insights and Priorities--In order to strengthen the planning input and to introduce more formalised procedures within BAP, a Planning and Evaluation Unit has been established to assist with project planning, to carry out reviews and to contribute to the analysis of policy issues. The emphasis within the BAP is on technical assistance, institutional development and, in particular, rural development. In addition, there are broad policy issues which call for analysis e.g. sectoral priorities, balance within country programs, impact on particular target groups and appropriate organisational arrangements.

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)
Postfach 5180
6236 Eschborn
Federal Republic of Germany

Contact--Mr. Peter Conze, Head of Division 66, All Project Managing Divisions and Counterpart Training Division.

Background--This national organization is responsible for the implementation of the Technical Assistance Program for the Federal Republic of Germany. It was founded in 1974 and had an annual budget of US$ 692.6 million in 1986. HRD is a part of almost all their activities. GTZ has been involved in cooperative efforts with the German Foundation for Developing Countries(DSE), Carl-Duisberg-Gesellschaft(CDG), and the German Academic Exchange Service(DAAD).

Goals--GTZ views HRD as the development of individual, group and institutional capacities for self-sustained learning generation of technology and implementation of development activities. Their mandate is to develop and advise on policies and procedures for Counterpart Training and to coordinate training programs in general.

Training Programs--Programs include on-the-job training, the conduct of internal project training programs (off-the-job) and external project training. Language training is provided in connection with training courses in the donor country only.

Selection Process--Selection is the responsibility of the project group themselves although it is done in close cooperation with DSE, CDG and DAAD. Project staff are believed to be in the best position to ensure that those chosen have the required qualifications and motivation because they know the applicants personally.

Monitoring Mechanisms--Monitoring is built-in as part of the normal project work, although specific training-directed evaluation has not yet been systematically implemented.

Support Services--Cross-cultural briefings are given to trainees as well as language instruction to those taking courses in Germany.

Insights and Priorities--HRD is decisive for the success of a project. GTZ plans to enforce its implementation in all future project work.

Source: HRD Questionnaire

Federal Ministry of Foreign Affairs, Austria
Ballhausplatz 3
1010 Wien
Austria

Contact--Dr. Hermann Spirik, Department VII.2.

Background--The Federal Ministry of Foreign Affairs had an annual budget of US$ 519 million in 1987 for development aid activities in the Ministry. The Ministry supports five Austrian organizations specialised in foreign students' assistance.

Goals--The Ministry's mandate is to engage in technical cooperation with developing countries. This involves the development of capacities at the individual, group and institutional level of a country.

Training Programs--Programs are of three types. Educational programs involve general intellectual and academic formation, including post-graduate studies. Training programs involve technical/professional task-oriented skills development for employment or local government. Institutional development involves the strengthening of structures, knowledge and skills required in the public and private sectors' institutions.

Academic, vocational and technical scholarships are available for these purposes. Study tours, internships, workshops, seminars, on-the-job training and educational materials and equipment are also used for training and development. Literacy, community and educational infrastructure development are all achieved through these means. Language training is provided for trainers, if needed, as well as for trainees as required to meet entrances to the education institution.

Monitoring Mechanisms--Monitoring and evaluation is carried out by the project partners (NGOs).

Source: HRD Questionnaire, Annual Report 1986 and Program of Activities 1987/1988.

Finnish International Development Agency (FINNIDA)
Mannerheimintie 15 C
Helsinki
Finland

Contact--Ilari Rantakari, Director, Division of Social Development.

Background--Founded in 1965, the Finnish International Development Agency (FINNIDA) is a government agency responsible for Finland's Official Development Assistance (ODA). FINNIDA is a department within the Ministry for Foreign Affairs of Finland. Divisions responsible for HRD and training are the Division for Bilateral Project Activities Administration and the Division for Humanitarian and NGO-activities including the Personnel Assistance/Recruitment Unit. Within the divisions, HRD and training activities are subdivided according to sectoral orientation of aid. FINNIDA had annual budgets of US$ 506,345 (for 1987), and US$ 611,690 (for 1988). Many of the Finnish NGOs active in development cooperation also include scholarships in their activities. Sometimes they are an integral part of the projects, but there are also some organisations that fund scholarships alone. The Finnish Government finances this kind of activity within its support to the Finnish NGOs development cooperation. Annually, the number of NGO-scholarships ranges from 30-35.

Goals--FINNIDA's mandate involves the development of institutional, group and individual capacities for self-reliance through:

- Education - general intellectual and academic formation;
- Training - short-term complementary studies, vocational training, long-term post-graduate training;
- Institutional development - capacity strengthening;
- Research - generation of new ideas and techniques.

Training Programs--These include:

o Courses and seminars, short and long-term tailor-made programs
o Scholarships, individual, usually long-term training programs
o Project related training, short and long-term, specially designed and focused training
o Projects where HRD is essential, e.g., support to special education in Ethiopia

Types of training mechanisms include:

o Courses and seminars: emphasis is on short-term, non-degree, complementary studies. However, FINNIDA also supports within its course activities post-graduate, Masters, and to some extent, Ph.D. studies as well as vocational training.
o Scholarships: level depends on the level and situation of the scholarship holders; mainly Masters and Ph.D. level studies.
o Project-related training: training is an essential component in each bilateral project. The training may take the form of on-the-job training, courses, seminars, formal training (B.A., M.A., Ph.D., vocational, technical) or provision of training materials.

FINNIDA does not have any physical facility to provide language training. When necessary, services are engaged separately for each course.

Selection Process--Within the course activities, FINNIDA concentrates on areas where special Finnish capacity can be offered. The widest selection of courses is offered in forestry and international trade. In developing new courses and adjusting the old program, the starting point is the recipient countries' needs and manpower requirements in this field. Concerning the individual scholarships, it has been noted that the universities and institutions organizing training, in many cases, have more interest than real resources to arrange training and proper support for the foreign student. For this

reason, the present emphasis is on course activities specially planned and organized for foreign students, in which FINNIDA finances the resources needed.

In selecting the course organizers, the main emphasis is placed on their previous experience in this kind of activity, knowledge of development problems, attitudinal factors and language skills. Teaching is mainly provided in English. The only exceptions are the SWAPO refugee students, some of whom study in Finnish because of their lack of language skills in English, and the length of stay in Finland.

Candidates must have the official support of their governments. In the case of individual scholarship holders, the selection mainly takes place on the basis of the applications which are critically evaluated by the receiving organizations. As for courses, it has already become common practice to arrange special selection courses and interviews in the home countries of the applicants. This has been found to be an efficient method guaranteeing better results in Finland. In addition, this introduces the student to the subject matter of the course.

Course information dissemination is the responsibility of the course organizers who do so through the Finnish Embassies and UNDP offices. Direct contacts to the sectoral Ministries and authorities in the sending countries, as well as announcements and press releases, are also used. As for individual scholarships, the information is given directly to the governments of the sending countries.

Monitoring Mechanism--Types of monitoring mechanisms include:

- o project appraisal, monitoring and evaluation procedures, which have been gradually developed and which are generally used in project implementation including project-related training;
- o for courses and seminars as well as scholarships, monitoring is taken care of by FINNIDA on the basis of reports of these activities from the implementors and the supervisors of the students;
- o an overall evaluation concerning the scholarship-holders' cultural adaptation and performance in Finland has been in place since 1986.

As far as course participants and the individual scholarship-holders are concerned, no actual follow-up measures are undertaken after the completion of studies.

Support Services--The support services FINNIDA offers depend on the level and situation of the new scholarship holders. Much flexibility can be applied in this respect. Because the emphasis today is on short-term courses and there is a lack of student accommodation in Finland, the students are not encouraged to bring spouses and dependents to Finland. However, if required, a spouse and child allowance will be paid to the scholarship holder.

Insights and Priorities--The study on overseas training in Finland carried out in 1986 indicated quite clearly that the individual scholarship-holders are more apt to experience difficulties in studies and in the adaptation to the Finnish culture than those participating in tailor-made courses. The resources of the Finnish universities, needed to provide individual foreign students with necessary supervision and support, are also limited. For these reasons, it has been decided to increase the cost of course and seminar activities for individual scholarships. As individual scholarships are also being awarded by the Ministry of Education, FINNIDA is considering the integration of individual scholarships into existing arrangements of the Ministry of Education. The emphasis would be on short-term complementary and research training.

Source: HRD Questionnaire and information package containing brochures and Annual Report 1986.

Insights and Priorities--IDRC believes that a decentralised structure allows HRD needs and resource allocation to be determined by the particular needs of the region. Training activities are also being promoted in-country or in the developing region as a priority. Greater emphasis is also being placed on Africa and the participation of women in development training. There is an extremely high return rate of IDRC awardees to their home country upon completion of the training program. This is attributed to the fact that awardees have full-time positions prior to departure, and are guaranteed a position upon their return.

Source: HRD Questionnaire, "Searching; Research in Small Countries", IDRC, 1987, and Fellowships and Awards Division of IDRC brochure, March 1988.

International Development Research Centre (IDRC)
250 Albert St.
P.O. Box 8500
Ottawa, Ontario, Canada
K1G 3H9

Contact--Mr. G.R. Bourrier, Director, Fellowships and Awards Division (FAD).

Background--This public corporation was created by the Parliament of Canada in 1970 to stimulate and support scientific and technical research by developing countries for their own benefit. Although IDRC is financed solely by the Government of Canada, policies are set by an independent 21-member international Board of Governors. IDRC reported an annual budget of US$ 86.5 million in 1986, with US$ 7.4 million dedicated to HRD. The Fellowship and Awards Division is the entity within IDRC responsible for human resource development and training for research for development.

Goals--The goal for providing training support is to create the capacity for high-quality research in developing-country research institutions and to develop Third World training institutions to the point where they can meet their own research-related needs. In this way, FAD contributes to IDRC's objective of establishing autonomous, independent research and training institutions in the Third World. Ultimately, the people of the developing world will benefit from a supply of highly trained scientists and administrators capable of researching and solving problems crucial to the future of the Third World.

Training Programs--FAD's approach to building research capacity is based on the trainer/trainee approach to training in the Third World. This approach strives to ensure that an investment in training links and strengthens both the institutions that provides the training and the institution whose personnel will receive the training. Trainee institutions are those identified as having valuable potential in specific areas of research of priority to IDRC and the country or region concerned.

There are five main types of training programs: Project Development, Program Development, Institutional Development, Specialised Training and Training for Careers in Development for Canadians. IDRC supports academic training at the graduate level of both the Masters and Ph.D. degrees, as well as short-term specifically designed project-related training. Group training activities in the form of training workshops and seminars on a particular theme are also organized to improve technical research and administrative skills of researchers from the different regions of the developing world.

Selection Process--The majoriy of awards are not open to competition but are given to Third World researchers directly linked to IDRC supported projects and programs. Individuals must be recommended by their home institution and endorsed by the sponsoring IDRC program division. Selection is also based on the applicants present and potential role within their organization.

Monitoring Mechanisms--Awardees are required to provide periodic reports every four months with comments from supervisors. IDRC staff make regular visits to graduate facilities. Tracer studies have been conducted of PhD and Canadian candidates. Future plans to develop a strategy that incorporates elements of the evaluations into the work plan are presently being discussed.

Support Services--Awardees are briefed in either the Central or regional offices where feasible. Trainees are given information on the Centre as well as the administration of awards. Staff members routinely visit all universities. Awards cover the expenses of spouses, but not of dependents.

Ministry for Development Cooperation
P.O. Box 20061
2500 EB The Hague
Netherlands

Contact--G. Storm, Chief of Division, Training, Education and Research

Background--This national organization reported an annual budget of US$ 2,719.3 million in 1988, of which US$ 83 million is dedicated to HRD.

Goals--The Training, Education and Research Division is responsible for the HRD policy and budget. The organization defines HRD as the development of human resources through institution building and manpower development in developing countries.

Training Programs--Netherlands Fellowship Programme (NFP) is intended to deepen and broaden the specialised knowledge and professional skills of persons in mid-career, enabling them to make a greater contribution to the development of their countries and the work of their organizations. Fellowships are granted for short vocational or professional "post experience" training and not for academic studies or for the primary purpose of getting a degree. This fellowship program encompasses 25 per cent of the HRD budget. A twinning arrangement exists between universities and organizations of international education in the Netherlands and similar institutions in the Third World. Thirty-five per cent of the HRD budget is allotted for this program. Fifteen per cent goes toward direct assistance to these institutions in the Third World. The remaining 25 per cent of the funds are allotted to the Research and Technology program. There is a limited number of fellowships available for Master's level work and PhD-level work by exception only. All other support is given for short-term practical courses. English and Dutch language training is also available, if required.

Selection Process--Candidates must be backed by their employer who also pledges to continue payment of salaries and hold the same position for the candidate until their return. They must be working in a developing country in a development-related position. They must also have an educational background, practical experience, and a position relevant to the course material. An adequate command of the language (in which the course is held) is also required.

Source: HRD Questionnaire

Natural Sciences and Engineering Research Council of Canada (NSERC)
200 Kent Street, Ottawa K1A 1H5
Canada

Contact--Dr. Kavanaugh, Scholarships and Fellowships Department.

Background--This federal government corporation was founded in 1978, and reported an annual budget of US$ 274.2 million, of which US$ 215,000 is dedicated to HRD for foreign student. The funds for this program are provided entirely by CIDA.

Goals--NSERC defines HRD as the development of scientific expertise and research capability. This department is involved in the operation of their scholarship and fellowship programs.

Training Programs--Research associateships at Canadian University departments and research laboratories are supported at the post-doctoral and university faculty level for scientists of Third World countries. The associateships are targeted to provide opportunities for research in Canada and for the acquisition of additional expertise or new techniques to scientists from such countries. The period of research in Canada is 9-12 months and can be divided into two or three visits.

Selection Process--Candidates cannot apply directly for these awards; they must be nominated by a Canadian scientist.

Monitoring Mechanisms--Progress of the associates is monitored through research reports and publications.

Insights and Priorities--The development of scientific expertise and capability in the Third World countries is a continuing challenge. There is a growing need to provide increased links and exchange between researchers of these countries with the technologically advanced countries.

Source: HRD Questionnaire

Overseas Development Administration
Eland House Administration, Stag Place
London, SW1E 5DH
or
Overseas Development Administration
Abercrombie House, Eaglesham Road
Glasgow, G75 8EA
England

Contact--Dr. R. O. Iredale, Chief Executive Adviser, Education Department.

Background--The Overseas Development Administration is a UK Government Department, founded in 1961. The annual budget is US$ 2,294.4 million, with US$ 231.3 million dedicated to HRD.

Goals--The mandate of the education department, responsible for HRD, is to give advice on education development in Third World countries as part of their aid program, to generally oversee training programs and to uphold relations with other educational bodies in the UK, including the British Council. HRD, as defined by the Overseas Development Administration, involves overseas student support schemes for training in the UK and third countries, as well as training overseas through the provision of manpower. Any participation with other donor agencies is bilateral in nature.

Training Programs--Training programs may be project-related or in other areas of agreed priority. Both involve a variety of subject areas according to previously identified needs to strengthen the manpower base in overseas countries and to assist in institutional development. Fully funded training programs are offered largely at the post-graduate level in the UK. A small number are also offered in-country. This type of program may span from three months to three years. Industrial training is made possible through attachment to industrial bodies. Practical training is also available to local counterparts through provision of manpower advice, and in-country training. English language assessment is required in the case of all applicants from countries where English is not the language of educational work. Language training can be given either in-country or on arrival in the UK.

Selection Process--Individuals are nominated by overseas governments following discussion with the British post or a British Council representative. The nomination process takes into account future employment proposals and the student's capacity to successfully complete the course.

Monitoring Mechanisms--Receiving UK institutions are visited by ODA and British Council Advisers to ensure that courses are effectively run, that there is sufficient overseas experience within the staff, and that there is an effective service to meet the special needs of overseas students. These visits involve discussions with both the tutor and students. Monitoring also takes place in the form of general oversight by the British Council. Follow-up is conducted through the British Post, British Council representative and project staff in-country. Overall evaluation is conducted through ODA training and manpower reviews and the evaluation unit of the British Council.

Support Services--Welfare support is provided by the British Council. All students and trainees receive a briefing on arrival by the British Council and further advice and support from welfare services at the institution of study. Although no benefits are provided for spouses or dependents, a paid fare home to visit families is provided at the end of the second year of study to those in a three-year program.

Passage is provided to spouses and dependents to accompany those going overseas on long-term assignments. In the case of families whose children remain in UK schools, passage is provided to visit parents during school holidays.

Insights and Priorities--The Overseas Development Administration believes that a continued and concentrated effort towards maximum project-related training is a future priority. The encouragement of governments of developing countries to nominate an increased number of women candidates is also of central focus.

Source: HRD Questionnaire and Annual Report 1986.

The Overseas Economic Cooperation Fund (OECF) of Japan
4-1, Ohtemachi 1-chome, Chiyoda-ku
Tokyo 100 Japan

Contact--S. Komine, Director, Technical Appraisal Coordination and Planning Division, Technical and Economic Research Department.

Background--The ODA delivery apparatus of the Japanese government consists of several specialised organizations. Each of these separate agencies has its own functional responsibilities for particular components of Japanese ODA. OECF, functioning under ministerial jurisdiction, functions as an executing agency for ODA lending. OECF manages project appraisal and implementation, including loan disbursement and repayment. This organisation reported an annual budget of US$ 5.5 billion during the 1987 fiscal year. OECF is involved both in co-financing arrangements with multilateral agencies (e.g., World Bank, Asian Development Bank, etc.,) and bilateral agencies.

Goals--OECF defines HRD as the development of institutional capacities of related agencies for sustainable development. The mandate outlined involves the planning and coordination of technical appraisal activities of OECF and the coordination of OECF project lending with other related agencies.

Training Programs--Although OECF does not have a scholarship program as such, it does support three types of training activities: technical training, involving the transfer of technologies for implementation and cooperation of development projects; organizational/ institutional development to support agencies sponsoring development projects; and, the strengthening of research/development agencies in developing countries.

Source: HRD Questionnaire

Royal Norwegian Ministry of Development Cooperation (NORAD)
PO Box 8142 Dep.0033 OSLO 1
Norway

Contact--Sissel Volan, Head of Education and Fellowship Division, Project Department.

Background--NORAD is the federal government agency responsible for Norway's Official Development Assistance.

Goals--Project-related training and institution-building are the foremost priorities. This division is also responsible for NORAD's fellowship programs. The goal of HRD is to assist in creating a stock of human capital able to solve basic problems of the various developing countries.

Training Programs--Project-related training encompasses training at different levels and of different types, from short-term specialized courses to graduate education. Autonomous research and training are also supported as part of the training for institution and program development. Fellowship programs offer ten diploma courses in Norwegian Universities (of approximately ten months' duration) in a variety of areas. Research fellowships for Norwegian graduates students and researchers are also available.

Training can take place anywhere in the world, although the home country or region is preferred. Training in a third country usually leads to an MA, and in some cases, a PhD. The majority of third country training takes place in Great Britain. All of the 150-170 courses taught annually in Norway are conducted in English. Due to the language barrier, only a limited number of students are trained in Norway, although some training programs are altered to meet the specific requirements of some students, primarily in connection with University linkage agreements and institution-building programs. Training at the PhD level is often a part of these programs. Ad-hoc courses for selected groups of students within areas where Norway has special competence to offer are also arranged.

Selection Process--Public servants, state sector employees, employees of the parastatal sector, university teachers and staff of research institutes are eligible to attend these courses. The applicants must be nominated by their governments. Applicants from the private sector may also be considered for fellowship awards if nominated by their respective governments. Applicants must be fully qualified in a profession; however, candidates who are clearly overqualified for the courses are not likely to be accepted. Qualified women are encouraged to apply. All fellows are expected to obtain a leave of absence to attend the course, and are expected to return to their duties upon re-entry into the home country.

Monitoring Mechanisms--NORAD fellows must provide periodic reports with comments from supervisors. Some tracer courses and in-depth evaluations are made. An assessment of the diploma courses offered is presently being undertaken. This will serve as a basis for a discussion on the NORAD-sponsored diploma courses. A restructuring of these activities is anticipated.

Support Services--Fellows are required to attend an introductory course that is intended to give practical information on daily life in Norway and some instruction in Norwegian. All students are required to be proficient in English. Finally, a recreational skiing course is available to fellows.

Insights and Priorities--There is a growing awareness in the Norwegian Ministry of Development Cooperation that more resources and professional attention be allocated to HRD, and that the area needs long-term investments. NORAD no longer grants individual scholarships on an ad-hoc basis. All training and fellowship grants should be linked to other NORAD-sponsored activities in order to strengthen the HRD aspects of these investments.

NORAD's development programs in their present state have, to some extent, outlived their role. There is a need to restructure course activities, make them more flexible and responsive to the needs of specific regions and tailor some of these activities more closely to the needs of Norway's main partner countries in Africa.

Source: HRD Questionnaire and Information Brochure "Practical Guide and Regulations for Norad Fellows".

Swedish International Development Authority (SIDA)
Birger Jarlsgatan 61
S-105 25 Stockholm
Sweden

Contact--Dr. Ingemar Gustafsson, Head of Division, Education Division.

Background--This federal government agency was founded in 1962. The annual budget for the 1986/87 fiscal year was US$ 777.5 million, of which US$ 37.9 million was dedicated to HRD. SIDA has an extensive program for supporting 80 per cent of the total budget of national NGO projects.

Goals--This organization concentrates its HRD efforts on education channelled through the ordinary school system. The mandate of the Education Division is to give assistance by supporting primary, secondary, tertiary, and adult education and vocational training.

Training Programs--SIDA does not have a scholarship program as such; however, some short-term scholarships are awarded in project-related areas of study. This is largely specialised, vocational training. Some of the activities supported by SIDA include the training and up-grading of teachers, support to innovative and possibly cost-saving methods, and financing of education materials, including chalks, pencils, etc.. SIDA gives priority to institutional vocational training, apprentice training, maintenance matters, educational planning, natural science and technical subjects, public service training, education for handicapped, teacher training, and the production of teaching materials and aids.

Monitoring Mechanisms--Sector reviews and reports from the sector analyses are used in the continuous planning, follow-up and evaluation of individual programs and projects. In addition, special evaluations are conducted, comparing the results of projects with developments in the sector overall.

Insights and Priorities--In the poorest countries, it has become essential to consolidate existing programs. SIDA's experience shows that education is a means to reach other material or social objectives. If the education offered is of poor quality and is unable to meet the expectations of students and parents, it is rejected.

The demand for vocational training is growing. For the individual, it is attractive since it provides the possibility of obtaining a well-paid job, and for recipient countries, it lessens dependance on foreign personnel.

It has been shown that institutional education should be fairly broad in order to allow for changes in technological and production methods. It is essential, then, that training and education activities within projects be strengthened. Too little attention was paid to this aspect of SIDA-financed projects and programs in the past.

Great consideration should be taken of the special characteristics and varying conditions of recipient countries. In principle, the economic, social and cultural situation in each country is unique. Therefore, educational conditions and needs can vary widely from country to country. Demands on the analysis of needs and external conditions should be intensified. Educational programs should be problem-oriented and geared to meet long-term goals.

Source: HRD Questionnaire

United States Agency for International Development (USAID)
Department of State
Washington, D.C. 20523
U.S.A.

Contact--Ms. Barbara Otis, Acting Director, Office of International Training.

Background--The Agency for International Development is a U.S. government agency which provides economic assistance to over 70 developing countries. Unlike other large bilateral donors, USAID is unusual in that it is a very decentralised operation. The bulk of its funding is earmarked on a country-by-country basis. Individual missions have responsibility for the determination of project activities and for the commitment of resources. The major components of the 1987 fiscal year AID budget are Development Assistance, US$ 2.10 billion and the Economic Support Fund, US$ 3.55 billion.

Goals--The objective of Development Assistance (DA) is to improve the quality of life of the poorest people in developing countries. Areas of emphasis include agriculture, nutrition, family planning, health, child survival, education, private sector development and science and technology. DA includes bilateral assistance, centrally administered programs, and other activities such as international disaster assistance. Central programs include collaborative research efforts with universities, support for international agricultural centres, matching grant programs with private voluntary organisations, and medical research. The 1987 DA budget included bilateral assistance for countries in Africa, Asia/Near East, Latin America and the Caribbean. The Economic Support Fund (ESF), while an important part of the security assistance program, provides considerable development-related balance-of-payments support and short-term economic stabilisation assistance. These funds permit developing countries to initiate policy reforms, allowing longer-term development efforts to take hold. It also finances development projects.

Training Programs--The Office of Education has a mandate to improve education and education systems by focusing on three crucial areas:

- o comprehensive research, analysis, and planning to improve the efficiency of existing educational systems;
- o the development and application of educational technologies to improve the quality of education, and to extend access to education; and
- o the use of development communications to extend education technologies and telecommunications to deal with problems in other sectors.

The education and research projects depend upon innovative efforts in the technology area. Every project in the Office is a research and development activity with a concentration on field application. The intent is to test new ideas, improve upon them, and disseminate potentially effective interventions through field support activities by staff contractors as well as written materials.

Last year, AID funded nearly 15,000 individuals for short and long-term training. In Latin America and the Caribbean, most of the funds are invested in scientific/professional education while in Asia/Near East the largest percentage of funds go towards elementary education. In Africa, the largest investments are in vocational/technical education and in scientific/professional education.

Insights and Priorities--The Agency's education program reflects the awareness that assistance is most effective when implemented through a broad systematic approach on a sustained basis. The program responds to the need to undertake development efforts, not only where economic need is greatest, but where analysis has indicated those countries which will indeed take steps to implement education policy reforms.

Source: HRD Questionnaire

Vocational Training Corporation (VTC)
P.O.Box 925 837
Amman, Jordan

Contact--Dr. Munther W. Masri, Director General.

Background--Founded in 1976, the Vocational Training Corporation's entire operations involve vocational training. The annual budget is US$6 million, with 100% of this amount dedicated to HRD. Loans have been issued by the following sources: World Bank, Social Security Corporation (Jordan), Housing Corporation (Jordan), the USSR and Britain. Grants have been awarded by USAID, the EEC, the Arab Labour Organisation, the British Council and the Social Security Corporation (Jordan).

Training Programs--Programs involve vocational training in the form of apprenticeship for the preparation of skilled workers; the upgrading of courses; instructors and supervisory training; and training and research in occupational safety and health. Group training activities consist of long, medium and short-term courses, workshops and seminars, primarily at the secondary school level, but also at the post-secondary level. All courses and training are in the field of industrial and industry-related sectors. Training takes place primarily in Jordan, although training is also made available to nationals of other Arab countries.

Selection Process--The selection process is carried out on the basis of the training needs of individuals and the capabilities of institutions. Ensuring adequate qualifications and the proper outlook is achieved through progress reports. The most effective methods to communicate information are through regional and international agencies.

Monitoring Mechanisms--Monitoring mechanisms include the assessment of trainee progress records, a final performance standard test, and graduate tracer systems.

Insights and Priorities--Continuous assessment of training needs is important at the national level for greater diversification of training activities to cover various fields and age groups, and for continuous follow-up and evaluation activities.

Source: HRD Questionnaire

APPENDIX B.2

United Nations Agencies

Asian and Pacific Skill Development Program (APSDEP) of the ILO
House No. 15, Street 19, F-8/2
Islamabad
Pakistan

Contact--Mr. Rony V. Diaz, Director of APSDEP

Background--Founded in 1979, the Asian and Pacific Skill Development Program (APSDEP) is a Regional Vocational Training Project of the ILO. Its annual budget for 1988/89 is US$ 1.3 million, of which approximately 40% is dedicated to HRD. Most of APSDEP's activities are carried out on a cost-sharing basis. The Government of Japan makes a regular contribution towards APSDEP activities. Geographic areas of activity include 28 countries in Asia and the Pacific.

Goals--APSDEP's mandate is fourfold:

- o To examine policy issues in vocational training;
- o To exchange information and experience;
- o To train policy-makers and key personnel; and
- o To provide a framework for cooperation in the field of vocational training.

Training Programs--APSDEP has 10 Core projects:

(1) Training Documentation and Referral Services;
(2) Planning Programming and Evaluation Training;
(3) Promotion of Training in Rural Areas;
(4) Development Exchange of Training Materials;
(5) Occupational Skill Standards, Testing and Certification;
(6) Apprenticeship;
(7) Foremen Training;
(8) Training of Women;
(9) Training of Trainers; and
(10) Training for Advanced Technology.

APSDEP has four functional areas;

- o Research and Development ;
- o Information Exchange and Dissemination;
- o Technical Cooperation among Developing Countries (TCDC); and
- o Training of Key Personnel.

Training is largely geared towards the exchange of information and dissemination of research studies. APSDEP provides fellowships for selected countries, mainly to Japan. The program is focused mainly on the development and exchange of training materials, audio-visual aids technology and quality control circles. In addition, APSDEP sponsors a fellowship program and selected training programs whereby it funds all in-country costs, including per diems of the participants.

Selection Process--Candidates/participants are selected by the Government focal points designated in each of the participating countries. Ensuring adequate qualifications is achieved through minute scrutiny of the curricula vitae received from potential trainees. Information about programs is provided through the APSDEP Newsletter and by direct correspondence with the requesting national training institutions and agencies.

Monitoring Mechanisms--APSDEP has a Policy and Program Committee (PPC) which meets annually to review the work program. The PPC is tripartite, comprising of one Government representative from each of the 28 member countries, workers'

representatives and four employers' representatives, representing the Workers' and Employers' Group of the Governing Body of the ILO.

Insights and Priorities--The concept of Technical Cooperation among Developing Countries (TCDC) has proved to be a viable mechanism for the implementation of APSDEP activities. The focus for the future will be on advanced technology and its training implications.

Source: HRD Questionnaire

Centre interafricain pour le développement de la formation professionnelle (CIADFOR)
01 B.P. 3771
Abidjan 01
Côte D'Ivoire

Contact-- Papa Kane, Executive Director.

Background--Founded in 1978, the CIADFOR/BIT is a regional organization dedicated to furthering professional development and education. Its annual budget is US $180,000, $166,700 of which is devoted to HRD. Participation with other donors and agencies involves the sharing of costs of organizing certain activities:

- Seminars on the personnel administration of training institutions is co-financed by the CIADFOR, the Commonwealth Association of Polytechnics in Africa (CAPA) and the Education and Professional Development Centre of the B.I.T. in Turin.
- Writing and printing of didactic literature is financed by the printing division of the European Development Fund (EDF) and by the Association of Canadian Community Colleges (ACCC).

Goals--To promote professional development within member countries by encouraging the exchange of ideas, experience and methods.

Training Programs--Training seminars and full length courses are given on topics such as the development of didactic materials on the administration of training structures; the training of teachers; the administration of training information; and the analysis of the training-job relationship. Seminars which focus on assessments of the training-job relationship, the contribution training brings to the development of small and mid-sized firms, and the trends in professional development of women, are also developed. Bursaries for training courses on the administration of training institutions, the elaboration of didactic material and the planning of human resources are available. Training mechanisms include: training courses, seminars and exchanges between specialists in various fields at the vocational, undergraduate and post-graduate levels.
All training is carried out within the territory of the Ivory Coast.

Selection Process--According to CIADFOR's policies, placement is open to those wishing to further their professional development or those having had prior pedagogical experience. The selection of bursary recipients is left to the discretion of the institution of origin. The CIADFOR notifies the national institutions within an appropriate time-frame, and within the context of its specific programs, of the seminars, courses and training/travel packages available.

Monitoring Mechanisms--Monitoring involves an annual assessment carried out by the CIADFOR of all its activities as well as follow-up studies of specific projects carried out by evaluation teams in each of the countries concerned.

Insights and Priorities--The financing of seminars, the awarding of bursaries for study or training courses must correspond to well-defined projects outlined in the program of the CIADFOR. In the future, further attention will be focused on HRD for the small and mid-sized firms and for the non-formal sector, and greater emphasis will be placed on the awarding of bursaries for training courses.

Source: HRD Questionnaire

Centro Interamericano de Investigación y Documentación sobre Formación Profesional
(CINTERFOR)
Avenida Uruguay 1238
Montevideo
Uruguay

Contact-- Joao Carlos Alexim, Director

Background--Founded in 1963, CINTERFOR is an international agency affiliated with the International Labour Organization (ILO). Its budget for the two-year period covering 1988-89 is US$ 1.7 million, of which US$ 200,000 is dedicated to HRD. Areas of activity are concentrated primarily throughout Latin America and the Caribbean. Agreements between CINTERFOR and Vocational Training Institutions are in effect, and include cost-sharing mechanisms. When cooperating with other Vocational Training Institutions, CINTERFOR may occasionally pay travel expenses, while training costs are met by the training institution concerned.

Goals--CINTERFOR is committed to the improvement and development of Vocational Training personnel, Institutions personnel for the teaching of management, and generation of new technologies in the vocational training field. As a general strategy, CINTERFOR has taken horizontal cooperation to be an essential tool for development. Through the adoption of focal points for different vocational training fields and support or executive groups, formed by institutions of excellence in respective subjects, and making use of comparative advantages, a network of resources and new experiences is being formed, which has an immeasurable capacity to generate new technologies and offer technical support to the other institutions requiring it.

Training Programs--Most of the HRD/training programs consist of project-related training (short-term, specially designed and focused projects). Individual training is carried out by a vocational training institution when authorities of colleague institutions specifically require technical cooperation from other countries.

CINTERFOR supports training of technical personnel, strategic personnel (directors, consultants, advisors), and instructors and supervisors of vocational training institutions in Latin America and the Caribbean. Group training activities consist of short courses, seminars and workshops. Individual training is conducted by means of a "fellowship" program.

Selection Process--All fellows and recipients are professional staff instructors of other technical personnel of vocational training institutions. The current and future post of the individual within the institution is taken into account, as well as his/her professional qualifications. Fellows and recipients are sponsored by the authorities of the vocational training institutions to which they belong, thus ensuring adequate qualifying criteria. Invitations to participate in courses or seminars sponsored by CINTERFOR are sent directly to the authorities of the institutions invited. Information on courses and seminars is also published in CINTERFOR's bulletin "FP Agenda Regional de Cooperación" (Technical Cooperation Bulletin).

Monitoring Mechanisms--Monitoring mechanisms depend on the type of training. Fellows may be required to write a report, prepare a program, or fill out evaluation forms.

Support Services--Experts and technical personnel of CINTERFOR are in permanent touch with authorities of vocational training institutions and trainees. Each vocational training institution has its own staff or department (generally a Technical Cooperation Unit) in charge of trainees participating in courses or seminars held in the institution.

Insights and Priorities--Difficulties in training are largely related to a lack of funds, particularly within the area of travel expenses. In the case of the Caribbean countries, costs for language translators can be high. A lack of funds creates restrictions for longer training courses. Technical cooperation has evolved, but seed money is insufficient.

Greater emphasis should be given to the training of women and other personnel in the Caribbean countries. Emphasis on strategic planning of vocational training is facing new challenges because of economic and social changes. On the basis of the experiences with the executive group formed in the construction area, a group is being organized for the electricity sector and another for long-distance training. Similarly, various meetings of specialists are scheduled to examine experiences and propose development alternatives for specific training fields.

Source: HRD Questionnaire

Food and Agriculture Organization of the United Nations (FAO)
Viale delle Terme di Caracalla
00100 Rome
Italy

Contact-- Mr. R. Moreno Rojas, Director, Human Resources, Institutions and Agrarian Reform Division. W.D. Maalouf, Chief of the Agricultural Education and Extension Service. Irene Field, Senior Officer, Fellowships Group, AGO.

Background--Founded in 1945, the Food and Agriculture Organization is a specialised agency of the United Nations. The FAO has always placed great importance on the development of human resources through personnel training in the field of agriculture. Since training is conceptually considered as an integral part of the overall agricultural development effort, FAO's training activities are planned and implemented as part of FAO's Regular Program and field projects. Participation with other donors involves: determination of priority segments of the agricultural sector for training and identifying general areas with training needs; formulation of HRD projects or projects with education/training components; funding of HRD projects; and assessments and evaluation of HRD activities.

Types of arrangements include government cooperative Trust Funds, unilateral Trust Funds and the execution of UNDP-funded HRD projects.

Goals--Education, training and extension are fundamental needs for human development in rural areas and for expansion and modernization of rural economies. FAO's mandate includes the creation and maintenance of training and extension networks for men, women and youth to develop and improve skills and to increase productivity and income-generating capabilities. As well, the mandate includes the development of suitable institutional structures to support HRD activities in rural areas.

Training Programs--FAO's HRD work is threefold. Training activities are carried out under both the Regular Program and the Field Program.

(1) Group training involves courses, seminars, workshops, short courses, etc., especially designed at the request of member countries and aimed at improving knowledge and/or skills of an identified group of trainees such as managers, administrators, scientists, technicians, extension workers, artisan/operators, primary producers, etc..

(2) Fellowships and study tours are provided for specialised and advanced training, both inside the country and abroad. Fellowships are granted for a period ranging from two months to several years, in a country or countries where appropriate facilities exist for advanced technical training in fields having an impact on the social and economic development of the country. A study tour is an activity which enables governments to nominate qualified personnel to travel abroad on short observation visits, or to attend short courses, technical meetings or conferences. Study tours are seldom more than two months, and are specially designed for senior personnel.

(3) Institution building which includes: establishing/strengthening of agricultural education institutions and programs; establishment/strengthening of non-formal education institutions and programs for farming population; training needs assessments; and publication of training materials such as manuals, guides and training papers.

Training mechanisms involve both Formal Agricultural Education (e.g., vocational agriculture, intermediate, undergraduate and post-graduate levels), and Non-Formal Training (i.e., in-service training of professional, technical and vocational level staff/personnel and agricultural extension and training work with the farming population).

Selection Process--The selection of candidates is the recipient governments responsibility. Upon specific requests, FAO is willing to assist in the selection process. The placement of fellows by FAO is arranged on the basis of training requirements identified in the nomination forms, and can be either long-term (eg., academic programs - graduate or undergraduate) or short-term (eg., short courses or tailor-made programs which are either theoretical, practical or a combination of both). The actual placement of fellows is done through established contact points in the selected host countries.

FAO project officials/Government authorities select recipients in line with the training aims of the project being funded. In addition, the technical staff of the FAO is called upon for advice on the most appropriate training program and location. Selected fellows must take an official language examination. If required, arrangements are made for appropriate language training.

Monitoring Mechanisms--Monitoring and evaluation mechanisms include yearly recording and reporting of projects with a training component; semi-annual recording and reporting of completed training activities; yearly reports on FAO Training Activities; in-course evaluation and selective training projects evaluation; and reporting and follow-up work on the part of the participants after they return. The Fellowship Group is responsible for securing periodic reports from fellows and, if necessary, from supervisors in order to monitor the progress of trainees. There is also a comprehensive final report upon completion of the training program which is reviewed by the technical staff of the FAO for comments and recommendations.

Support Services--The Fellowship Group at FAO Headquarters arranges for tickets, stipends, book allowance, thesis allowance, etc., to be made available to fellows and study tour participants, pays institution/university fees, and, as required, bears the cost of in-country travel. FAO also assists in organizing study tour exchange programs and information-sharing activities through the dissemination of specific publications and technical meetings on agricultural education, training and extension. In addition, numerous meetings, seminars and expert consultations have been organised by FAO regarding agricultural education and training at the national and regional levels.

Insights and Priorities--Training should be seen as a means in itself. It requires a long-term process, strong and consistent government policies, and commitment to supporting training activities, with the understanding that the impact of training may only be felt after a certain period of time. Past experience would indicate that institutional constraints to HRD have low priority, and a low level of resources is devoted in developing countries to HRD in the agricultural sector. FAO recognises that training is a prerequisite for both development and progress in agriculture, fisheries and forestry. Therefore, providing the best form of training available for its fellows and study tour participants is of the utmost importance.

Source: HRD Questionnaire

International Institute for Educational Planning (IIEP)
7-9, rue Eugène-Delacroix
75116 Paris
France

Contact-- Mr. TA-NGOC Châu, Acting Director.

Background--Founded in 1963, the IIEP is a United Nations agency established by UNESCO. Of IIEP's US$ 3.5 million annual budget, approximately US$ 700,000 (excluding staff costs) is devoted annually to all IIEP training activities. Sixty per cent of the annual budget is contributed by UNESCO as a Grant-in-aid to the Institute. The remainder consists mainly of voluntary contributions made by certain UNESCO member states (eg., Belgium, Canada, Denmark, Finland, India, Ireland, Norway, Sweden).

Goals--Priority is given to training which, together with research and the dissemination of research findings, constitutes IIEP's principal function. After having established the Annual Training Program, the Institute has progressively developed a series of Intensive Courses of short duration, on specific themes. IIEP has also launched a program for the "training of trainers", whereby it provides training for specialists, who, in turn, are expected to organize training programs in educational planning in their respective countries.

Training Programs--The training provided by IIEP covers the design, preparation, implementation and evaluation of strategies and plans for the development of education. It is addressed to specialists who hold, or expect to hold, responsible positions in the training of other educational planning and administrative personnel. The types of training programs include the following:

1) The Annual Training Program, which was developed to improve technical skills of participants and prepare them for more complex tasks of adapting educational planning and administration to the implementation of educational and development policies. The bulk of the Program is oriented to provide trainees with a sufficiently broad framework within which to reflect on the relations between education and society, as well as on the limits and possibilities of educational planning.

2) The "Training of Trainers" program has been designed to strengthen national programs, which need to be supervised by planning officials rather than by professional trainers. In view of their scope, these "training of trainers" programs need to be implemented on a regional or sub-regional basis in order to be responsive to the specific needs of each region.

3) Intensive training courses (e.g., relationships between education and employment) are attended by people from a small number of countries, or even from just one country. Participants work in teams on a single aspect of educational planning. Preparation takes the form of a preliminary study conducted by the host country, and occasional in neighboring countries, which is then used to devise practical exercises and teaching aids for presentation to the participants. These courses also offer an opportunity for communicating the results of the Institute's research while training those people who will ultimately be responsible for applying the analytical approaches and planning techniques stemming from this research.

4) Specialised workshops and seminars in-country allow for the exchange of views among researchers, practitioners and national officials. Most of the workshops and seminars are based on the Institute's own research activities.

5) Monthly seminars on strategic educational planning are regularly organized around specific presentations. In addition to the IIEP's own specialists, invitations are extended to colleagues from the UNESCO Secretariat and members of the professional community. These people may be either residents or visitors to Paris, and staff members of international or national organizations or professionals working in a personal capacity.

An integral part of the programs are study visits (to a region of France and to one or two Member States), which allow trainees to complement the residential phase of the course with observations, analysis and discussion of the actual practice of educational planning in countries with diverse socio-economic conditions. Finally, a period of individualised specialization allows trainees to prepare a "terminal paper" which may be in the form of a simulation exercise of the development of the educational system in their home country, using the data compiled during the preliminary training phase, or the preparation of a research document or abstracts.

Selection Process--The number of places in the Annual Training Program is limited to 40. Applications are examined by a selection committee which consists of IIEP staff and members of the UNESCO Secretariat. The Committee takes into consideration the level of training and professional experience of each candidate, and the justification given to the candidature by national authorities in the light of future responsibilities which he/she will undertake in the field of educational planning and administration. The Committee also tries to maintain as equitable a geographical distribution as possible among candidates from the Member States of UNESCO. Finally, in conformity with United Nations' Resolutions, special attention is given to female candidates and also to the needs of the "least-advanced countries". Those responsible for educational planning must have a thorough knowledge of the educational field and of its relationships with other social activities to be able to determine the possibilities of educational development.

Monitoring Mechanisms--The Annual Training Program has comprehensive evaluation procedures built into each stage. A regular system of follow-up and evaluation of the former trainees, by correspondence, has also been established in recent years. The objective is to examine, primarily by means of questionnaires, the effects or "impact" of the trainees' stay at the IIEP on their professional life, and the extent to which they have been able to put into practice the knowledge and experience gained at the Institute. The IIEP already possesses detailed information on the trainees concerning their educational background, professional training and experience before coming to the Institute, together with their expectations and reasons for attending the course. By establishing the relationship between this kind of information and data on their subsequent career, the Institute should be able to better understand the characteristics and training needs of a category of persons likely to play an important role in the educational planning process.

Insights and Priorities--It should be stressed that it is conceptually difficult to separate training from research activities at IIEP. This is because the substance of everything taught at the IIEP derives directly from the Institute's empirical research. During the past 25 years, over 2,600 people have participated in IIEP training activities.

A major priority for the future is the development and extension of the "training of trainers" courses.

A recent innovation has been the introduction of workshops for the training of trainers in response to the growing demand expressed by many countries for establishing training facilities in educational planning and administration. The approach adopted is to train national trainers who, in turn, are expected to run local courses for national educational planners and administrators. Such training is designed for specialists who already possess a good grounding in educational planning, thus able to play a decisive role in training future planners.

Source: HRD Questionnaire

International Labour Office (ILO)
Route des Morillons
CH-1211 GENEVA 22
Switzerland

Contact--G. Kanawaty, Chief of Department, Training Department.

Background--This specialised agency of the United Nations was founded in 1919. The annual budget for the 1986/87 fiscal year was US$ 253.1 million, of which US$ 34 million was dedicated to HRD. The ILO acts as an executing agency for numerous UNDP projects. Multi-bilateral projects are another feature of ILO technical co-operation. This organization also participates with the World Bank and regional development Bank projects.

Goals--The mandate of the training department is to prepare people, including disadvantaged groups, for productive employment, and to enable them to upgrade their knowledge and skills in various areas and fields of economic activity in both rural and urban areas.

Training Mechanisms--Vocational training is supported in the form of in-plant training, national apprenticeship schemes, curriculum development, skill certification, training of trainers, and non-farm rural development. The latter includes handicraft promotion, women's income-generating programs, sector training and training in the repair and maintenance of agricultural equipment. The department also provides advice on national training policy and training for women. The ILO is also involved in management training, including small enterprise development, entrepreneurship and the management of specific industries. Vocational rehabilitation of other disadvantaged groups, such as drug addicts, alcoholics, and the visually impaired, is supported through training. Development of community-based vocational rehabilitation programs are also a part of the overall rehabilitation program.

The ILO provides vocational training up to, but not including, university-level education. This is accomplished through short-term consultancy missions (lasting a few weeks to a few months), workshops, seminars and study tours. As well, long-term projects lasting several years are supported, including major technical co-operation projects.

Source: HRD Questionnaire

United Nations Children Fund (UNICEF)
United Nations Plaza
New York, NY 10017
U.S.A.

Contact--Director, Program Division/ Country Representative.

Background--The United Nations International Children's Emergency Fund was founded in 1947 and reported an annual budget of US$ 244 million in 1986. UNICEF's income consists of voluntary contributions from both governmental and non-governmental sources. Together with other UN agencies, UNICEF uses a procedure for working with donor countries known as multi-bi (multi-bilateral assistance). UNICEF has always relied on partner UN specialised agencies such as UNDP, WHO, FAO, UNDRO, etc.. On a joint project with UNESCO, UNICEF improves and extends primary education, and education systems design; UNICEF and the World Bank focus on non-formal education; and, with the International Labour Office (ILO), UNICEF works towards vocational preparation. In addition to some 100 NGO's and bilateral agencies, UNICEF also works with its National Committees in the industrialised world. UNICEF's support to training represents approximately one-third of its total program.

Goals--UNICEF defines HRD as the development of human capacities within assisted governments, or other relevant organizations, working in association with the governments to ensure that activities undertaken within the country programs are replicable and sustainable.

Training Programs--UNICEF does not normally provide assistance for attaining academic qualifications. Limited assistance may be provided, however, for upgrading existing abilities through support for attendance at seminars or participation in short courses. Extensive assistance is provided for primary and non-formal basic education, and for the acquisition of technical skills essential for program implementation. Limited financial support, such as stipends, is provided for travel and subsistence. Whenever feasible, attendance at appropriate short courses or field observation visits are arranged in-country or in neighbouring countries. Most of the training is practical in nature, and oriented to such fields as social planning, health, education, and community development.

Selection Process--The need for training is identified during program planning or implementation and involves personnel either already working with the program or individuals identified by the host government as candidates for recruitment to it. These individuals are then selected based on the suitability of the training available. Any screening of applicants to ensure that individuals are adequately qualified and well-motivated is undertaken by the regional office staff.

Monitoring Mechanisms--UNICEF does not have an evaluation system in place that directly and regularly monitors its programs effectiveness. Follow-up monitoring is done indirectly; however, based on an assessment of the attainment of the program goals.

Support Services-- UNICEF does not provide support services or language training to students or trainees. Emphasis is placed on training within the environment of the individual and as such, these services are not required.

Insights and Priorities--UNICEF believes that for training to have maximum effect it should be carried out under conditions closely resembling that of its eventual use. It is unlikely that UNICEF plans to alter this strategy in the near future.

Source: HRD Questionnaire, Annual Report 1988 and Brochure.

United Nations Development Program (UNDP)
1 UN Plaza
New York, N.Y. 10017
U.S.A.

Contact-- Frederic C. Thomas, Principal Technical Advisor, Technical Advisory Division of the Bureau of Program Policy and Evaluation.

Background--The United Nations Development Program is a UN agency for technical cooperation. Its annual budget for 1987 was US$ 874.6 million, of which an estimated 30% was spent in economic subsectors having a clear HRD focus. In the context of the broad definition of HRD (i.e., activities relating to the education, training and utilisation of human potential for social and economic progress), virtually all UNDP-supported projects have a human resource dimension. The emphasis is inevitably on education, training and manpower planning. Training is focussed on sectors such as health, agriculture and industry as well as on highly technical areas such as civil aviation, telecommunications, and maritime development.

Participation with other agencies and organizations is increasingly prevalent. Of the total cost of projects in operation at any particular time, approximately 44 per cent is contributed by UNDP, 50 per cent by the recipient government to meet local costs and services, and 6 per cent by a third party or other government. The cost-sharing amount is included as part of the UNDP budget (i.e., in the total annual budget) and is administered as an integral part of the project to meet consultancy, training, equipment and other direct project costs.

Most projects are executed by UN specialised agencies. Increasingly, however, projects are being executed by governments in association with the UN agency having specialised technical knowledge. As of the end of 1986, about 5 per cent of total budgets of approved projects were executed by the government of developing countries.
Increasingly, UNDP programs at the country level are being executed in collaboration with international and national NGO's, with host government agreement.

Goals--To appraise and evaluate projects having an HRD dimension; to provide cross-sectoral policy and evaluation guidance in order to improve UNDP performance with respect to HRD.

Training Programs--These programs involve three broad areas of activity:

- Project-related training in all development sectors (including agriculture, health, industry, telecommunications, civil aviation, tourism, maritime development, population, employment promotion); cross-sectoral training in such fields as economic and social planning, public administration, informatics, etc..
- Technical assistance in educational reform, curriculum development, education facilities, educational technologies, teacher training, and literacy programs.
- Projects of technical assistance, training and training-related equipment to help strengthen institutions and enhance their capacity to utilise trained personnel.

Training mechanisms include short-term overseas fellowships for national project staff, study tours for national project directors, and in-country training courses, seminars, etc.. UNDP facilitates and helps in financing technical cooperation among developing countries (TCDC) which has direct training benefits. Geographic areas of activity are widespread and include projects in Europe, Latin America and the Caribbean, Arab States (including North Africa), Asia and the Pacific, Africa and additional global and interregional projects. Language training is not provided in the context of the projects. Academic scholarships are not applicable since UNDP only funds short-term project-related training. In 1987, of a total budget of US$ 874 million, US$ 146 million

was spent on the training component of projects (including overseas and in-country, group and individual training).

Selection Process--Trainees are selected by the national project authorities in conjunction with the international experts assigned by the UN executing agency. The agency usually identifies the appropriate training institution and arranges placement. UNDP finances travel and other training costs. Increasingly, emphasis is given to training in other developing countries.

Monitoring Mechanisms--Monitoring mechanisms include 6-month reports prepared by experts and annual tripartite reviews (by government, specialised UN executing agency, UNDP) are conducted on most projects for monitoring purposes. Also, large-scale projects (usually with a multi-year budget exceeding $1 million) are evaluated by a joint UNDP/executing agency mission in the course of implementation, prior to approving any major extension of funding beyond the usual 2-5 year initial period. Thematic evaluations of experience are done with specialised agencies on such subjects as educational innovation, industrial training and women in development, to identify common weaknesses and strengths in projects in a particular sector in a number of countries. A general evaluation of HRD experience since 1970 is currently being done for submission to the UNDP Governing Council in June 1988.

Insights and Priorities--UNDP responds to priorities established by the recipient governments. In general, priority is being placed on strengthening institutions which make best use of professionally-trained human resources; on using UNDP resources to fill technology gaps and to strengthen national research and development capabilities; and to give more attention to mobilising the under-utilised potential of women and the private sector for purposes of development.

Source: HRD Questionnaire, "UNDP Experience in HRD," Addendum to Programme Implementation of Decisions Adopted by the Governing Council Review of Thematic Programmes Established by Decisions of the Council, 1988 and the Unique Role of The United Nation's Development Programme in Human Resources Development and Development Cooperation in the 1980's.

United Nation Fund for Population Activities (UNFPA)
220 E. 42nd Street
New York, New York 10017
U.S.A.

Contact--Mr R. Paul Shaw, Population Economist, Geographical Divisions and the Interregional and NGO Programs Branch.

Background--The annual budget for the 1986/87 fiscal year was US$ 150 million, of which approximately US$ 19 million was dedicated to HRD.

Goals--The mandate of the organization is to build and strengthen national, regional and global capabilities to respond to needs in the population field. UNFPA defines HRD as the increase of expertise and capability of national and indigenous staff to undertake self-directed and executed policy, program and project formulation, through assistance for training to undertake various population activities.

Training Programs--Some of the substantive areas in which expenditure for training occurs is in basic data collection, population dynamics, formulation and evaluation of population policies and programs, implementation of policies, family planning programs, communications and education. The UNFPA promotes training activities in demography and related population sciences through its regional and interregional demographic training centres and programs, its sponsorship of nationals from developing countries, at government request, for training in other than UN-supported institutions (ie., universities), and its sponsorship of workshops, seminars, study tours, development of teaching materials, and support of national universities. Also, UNFPA's Global training program is specifically designed to provide fellowships, research, seminars, and expertise in areas of population dynamics, migration, women's status, and all others touching on HRD. The program is aimed at enhancing the indigenous capacity of governments to plan their population and human resource needs more effectively.

Monitoring Mechanisms--The Executing Agency is responsible for monitoring during training. The field office or project director is responsible for evaluating the results and reporting through bi-annual project progress reports.

Insights and Priorities--The dynamic nature of interrelations between population, development and human resources make it a complex, multi-faceted process that cannot be achieved by a few compartmentalised approaches; it requires integrated planning strategies. Many of these do not require large sums of money. Directed research and targeted funding can now yield beneficial effects. This area should also be integrated with other dimensions of economic and social policies, and its impact on development should arise from synergism of population and human capital policies. The UNFPA has learned these lessons:

- Recipient countries strongly welcome training assistance;
- Emphasis on training to upgrade indigenous capacity is especially welcomed;
- Careful attention should be devoted to assuring that the selected training institutions are qualified to do the job;
- The content of thematic course training on "population and development" interrelations require close monitoring;
- Follow-up is essential. The way trained individuals are employed in their respective home countries, the usage and further development of their newly learned skills and their later mobility and skills development are essential factors to follow-up;
- The content of training or sophistication and types of skills required will change as the country of origin develops.

Since UNFPA has a responsibility for promoting technical cooperation among developing countries, all training, including the training opportunities in institutions located within the region concerned, must be justified by provisions for utilising trainees.

Source: HRD Questionnaire

United Nations Institute for Training and Research (UNITAR)
801 UN Plaza
New York, N.Y., 10017
U.S.A.

Contact-- Johann G. Geiser, Special Advisor to the Executive Director of UNITAR on Training, Training Branch.

Background--Founded in 1965, the United Nations Institute for Training and Research (UNITAR) is a specialised agency of the UN, and a training and research institution. Its 1986 annual budget includes US$ 1.5 million from the regular budget and US$ 3 million from special project grants. Approximately 65% of this total is dedicated to HRD. The majority of UNITAR's training programs are conducted in the form of cooperative arrangements on a cost-sharing basis with other institutions, donor agencies, UN agencies, private foundations, and a vast number of educational institutions, from both developing and developed countries.

Goals--To provide training to government officials involved in international cooperation and diplomacy as well as in economic and social development.

Training Programs--Programs offered include:

a) Training for multilateral diplomacy and international cooperation designed for members of permanent missions to the UN in New York and Geneva and for other government officials involved in international cooperation and United Nations matters in their respective capitals;
b) Training for economic and social development designed for government officials responsible for planning and managing the development process at the national level.

Training mechanisms include professional/technical enhancement through a variety of short training courses specifically designed to improve and develop skills and knowledge of different groups of trainees (e.g., government officials).

UNITAR's training activities are not targeted to any specific (developing) region and important training programs are conducted in Asia, Latin America and Africa, with a certain emphasis on Africa. The approximate distribution of funds is 30% for Africa, 20% for Asia and 20% for Latin America. Also, some of UNITAR's training activities are open to all UN Member States, including industrialised countries, (i.e., representing the remaining 30% of the funds).

Monitoring Mechanisms--Training needs assessments are conducted periodically among Member States in order to improve and update the design of training programs. Systematic post-course evaluations are carried out for each individual training activity.

Insights and Priorities--UNITAR has made considerable efforts to improve the quality of its training. Considerable time is spent on analysing the training needs of potential trainees and course participants through questionnaires, interviews and informal dialogues. Training materials are carefully designed and tailored to each individual training program. Course curricula are prepared and reviewed in light of comments and suggestions made by a variety of persons involved in UNITAR training activities. Past experience has shown that considerable improvements can be made in terms of providing suitable training methods to encourage the most participatory and effective forms of training.

Recent trends and priorities are directed at strengthening the educational and training capabilities of Member States over the long term (i.e., institution building).

Source: HRD Questionnaire, "Report of the Executive Director of the United Nations Institute for Training and Research on the Activities of the Institute in 1987." Unitar-Board of Trustees 26th session N.Y., 11-15 April 22, 1988.

United Nations University
Toho Seimei Building
15-1, Shibuya 2-chome
Shibuya-ku, Tokyo 150, Japan

Contact-Dr. Abraham Besrat, Training and Fellowship Officer, Training and Fellowship Unit

Background-Founded in 1975, the United Nations University (UNU) is a United Nations Agency which assists key institutions in the development of appropriate policies and procedures that govern training and fellowships in accordance with the UNU Charter Mandate. UNU also provides all the necessary administrative support for UNU fellowships and serves as Secretariat for the Training Implementation Committee of the UNU. Its annual budget for 1988/1989 is US$ 42,507,000 of which US$ 2,000,000 is dedicated to HRD. Participation with other agencies includes specific program contributions made by: the Government of Ireland for informatics training in Ireland, Instituto de Cooperación Iberoamericana for training in Spain, the Government of Italy for microprocessor technology training undertaken in cooperation with the International Centre for Theoretical Physics. The Government of Iceland has supported the UNU Geothermal Training Program in Iceland on a cost-sharing basis. Limited private contributions have also been obtained for training in the food and nutrition area.

Goals-To assist key institutions in the developing world to build up their capacities and to provide opportunities for developing world scholars, particularly young scholars, to be involved in UNU research.

Training Programs-Training is conducted at UNU-associated and other cooperating institutions. Individually-tailored programs as well as group training are organized as follows:

a) Regular Fellowships awarded to young scholars for a period not exceeding two years;
b) Special Fellowships awarded to senior staff members of key institutions for a period of up to three months of study and observation of the research/training programs of other institutions;
c) Visiting Fellowships awarded for a period of up to three months to scholars for the purpose of visiting institutions engaged in related University projects.

UNU Fellowships are not given for the expressed purpose of obtaining degrees, although fellows may be allowed to work for degrees, provided this can be done within the time and programmatic framework of the fellowship. UNU fellowships are given for post-graduate level training and research.

Selection Process-With respect to the selection of institutions providing training, 60% of UNU fellowships took place in UNU-associated institutions. Other institutions are selected on the training needs of the candidate as determined by the interview. Ensuring that the individuals have adequate qualifications is achieved by site visits to individual candidates' home institutions and interviews conducted by UNU representatives. Fellowship candidates are identified through UNU's own research and programmatic activities. Individual applications are not generally considered.

Monitoring Mechanisms-Fellows are required to submit progress and final reports. Performance of the fellow is evaluated by the training supervisor. A UNU Certificate is awarded on the basis of this evaluation and further review of the fellow's work by the UNU. Former fellows receive UNU publications from time to time. External review and appraisal of the training and fellowship activities were conducted in 1983 and 1988.

Source: HRD Questionnaire

World Health Organization (WHO)
Avenue Appia, 1211 Geneva 27
Switzerland

Contact--Dr. Tamas Fulop, Director, Division of Health Manpower Development.

Background--This international, UN organization, founded in 1948, reported expenditures of US$ 504.2 million for the 1986/87 fiscal year. Expenditures in the area of HRD amounted to US$ 55.9 million dollars. Just under US$ 10 million was dispersed in the HRD program from extra budgetary sources for joint program efforts with other aid organizations. UNDP, SIDA, the Government of Japan and CIDA are examples of some of these. Cooperation with NGOs and other collaborating centres has also occurred, although the WHO does not receive funds from these organizations.

Goals--The mandate of the WHO is to promote and cooperate with countries in planning for training, and deploying the numbers and types of personnel they require and can afford. An important goal is to ensure that such personnel are socially responsible and possess appropriate technical, scientific and management competence, needed to develop and maintain a comprehensive national health care system based on primary health care for the attainment of health for all by the year 2000. HRD, in this context, involves all functions in the planning, production (training), and management of health workers.

Training Programs--Some activities relate to the promotion of, support to, formulation and revision of national health personnel policies and plans. The promotion of functional integration of health systems and personnel development are also supported. Some programs focus on the strengthening of training institutions, reorientation of training programs in schools for health personnel, and leading to improved educational methodology/technology, including the development and /or provision of locally relevant health instructional materials; collaboration with countries planning and implementing and monitoring fellowships. Other training activities and fellowships are awarded within specific programs that do not fall under HRD.

The strengthening of the capacity of institutions and programs in member states may involve promotional activities, publications, studies and trainer training. Workshops, seminars and meetings are also utilised. Fellows for training and study in health matters involve postgraduate academic specialization or observation visits and study tours.

Selection Process--Requests for fellowships should be made only when it is clearly the most appropriate means of attaining well-defined objectives and where the outcome will have a positive impact on the attainment of health. Also, appropriate employment must be available for the fellow on return. Selection committees composed of the representatives of the national health administration, the appropriate national body concerned with the education of medical and health personnel, and the appropriate professional group are established, upon identification of the fellowships. As well as the national selection committees, reviews of the country proposal by Regional Office fellowship officers and technical advisers help to ensure that qualified and motivated individuals are chosen.

Monitoring Process--A common framework for monitoring/evaluating the Global Strategy for Health for All is carried out in the member states every three years. This involves the monitoring of the impact of health manpower development, including fellowships, on national health development, in collaboration with the WHO and, in some cases, the government of the receiving country.

Insights and Priorities--Member states are developing plans that take into account the economic realities and deal with the quality and quantity of manpower required. Emphasis is on more efficient deployment and management of available manpower to avoid imbalances and the over-production of expensively-trained personnel. Increased recognition for the need for training relevant to the requirements of health for all, of health systems based on primary health care and to community needs is a priority. There is currently a trend to develop new categories of health care personnel and increased use of traditional health practitioners has helped to strengthen community health systems based on primary health care.

The concept of health systems and research into the needs of health care administrators must be developed. Health manpower policy analysis and review in countries will continue to be promoted, together with the preparation and implementation of economically feasible new research into health manpower imbalances is being promoted along with the exchange of information and indicators of imbalances among member states. A cooperative effort to stimulate awareness and promote balanced manpower development is taking place among national and international agencies and organizations. Reorientation of education of all categories of health personnel to health for all (primary care) will continue to be promoted, as well as the further development of the economic aspects of health manpower development strategies, including the cost of alternative methods of training. Increased collaboration with the regional associations of schools of public health, and strengthening of the schools, with particular reference to the training of public health specialists, is also planned.

Source: HRD Questionnaire

APPENDIX B.3

Development Banks

African Development Bank
01 B.P. 1387
Abidjan 01
Ivory Coast

Contact-- Mr. E.K. Andah.

Background-- Founded in 1963, The African Development Bank (ADB) is a financial institution which places a great deal of emphasis on HRD. The Bank's participation with other international donors and agencies includes cost-sharing agreements with the World Bank, UNDP, UNICEF, and ILO; funding from USAID, CIDA, NORAD, and SIDA; and technical assistance from France and the United States.

Goals--The Bank is involved in further encouraging HRD in Africa through programs available at the training centre of the Bank.

Training Programs--Programs include seminars, courses and fellowships for trained personnel in evaluation, analysis, implementation and management of projects. English and French language training is provided at the Bank's training centre.

Selection Process--Nomination of candidates is done by organizations and government agencies, although a special application form must be completed and submitted for screening by the selection committee. The most effective method of information dissemination is through direct mail. The Bank keeps a comprehensive list of all organisations and government agencies responsible for the nomination of candidates.

Monitoring Mechanisms--Monitoring involves performance improvement programming and occasional follow-up of past participants.

Insights and Priorities-- HRD is crucial in Africa; the Bank will continue to assist member countries through training.

Source: HRD Questionnaire and Information Brochure "1988 Training Programs".

Asian Development Bank
2330 Roxas Boulevard
Metropolitan Manila
Philippines

Contact-Mr. Amador F. Astudillo, Senior Project Specialist (Seminar Coordinator), Central Project Services Office (Central Loan Administration Services Division).

Background--This international financial institution, owned by an international partnership of 47 member countries, was founded in 1966. In the 1986/87 fiscal year, a technical assistance grant of US$ 350,000 was allotted to HRD. The major geographic focus of financial assistance is on Asia.

Goals--The Bank's definition of HRD is the development and improvement of knowledge and skills used in undertaking development activities. Their mandate is to provide central advisory services with respect to project administration and to conduct training programs to improve the knowledge and skills of project agencies in implementing Bank-financed projects.

Training Programs--The Bank provides training to professionals from member countries in the techniques and methods of policy and project analysis. Formal training is offered at the training centre, and focusses on the main phases of the project cycle. The courses and seminars are carried out in short periods of ten weeks and courses are organized around sessions devoted to case studies, practical exercises and role playing simulations. The seminars cover important areas of policy for both the Bank and member countries. The Bank supports project-related training through three regional seminars on project implementation and management, and five country seminars on procurement.

Selection Process--Selection is based on the relevance of individuals' qualifications and practical experience to the course material. Care is taken to maintain training groups as homogeneous as possible in their background and experience, while taking into account the geographical balance and the acute shortage of trained professionals in any given country. Consultations are made with the Project Division in the Bank responsible for specific projects to ensure that individuals chosen are qualified. Collaboration also occurs with the central government concerned.

Candidates must be nominated by an institution to which the Bank has sent the appropriate announcement. The candidates' present position must be related to the purpose of the training activity, of a level of responsibility appropriate to the use of the training received. The effectiveness of the agency involved in the sector covered by the training must be established. The individual must also have a university education and a command of the language in which the training activity is conducted. In addition, the government or nominating agency must assure the Bank that a leave of absence will be granted on full pay for the duration of the training, that no assignment preventing the candidate from fully participating in the training activities will be given, and that the candidate will be able to return, upon completion of the training, either to the current position or to one of equal or greater responsibility, for which the training will prove useful.

Information about scholarships to potential recipients is communicated through course announcements addressed to government agencies, through information provided by the Bank staff during field missions, and through news releases.

Monitoring Mechanisms--Trainee questionnaires, consultant observations and recommendations are all used to monitor and evaluate the progress of projects.

Insights and Priorities--The Bank's experience in providing financial and technical assistance to its member countries has shown that systematic training is needed in order to improve the capability of member countries in handling development projects. It is recognised that the limited capacity of most countries to formulate viable investment project proposals and to implement them effectively is an impediment to the efficient utilization of their resources. There is a need for project staff to learn how to deal with the complexities and intricacies of project-related tasks and activities, particularly in planning work, and in identifying and solving problems.

Source: HRD Questionnaire, Information Brochure, and "What It Is, What It Does, and How It Works", 1983.

Inter-American Development Bank
1300 New York Ave.
Washington D.C. 20577
U.S.A.

Contact--Mr. Juan Pablo Perez Castillo, Deputy Manager, Technical Cooperation Division.

Background--This multilateral development bank consists of 41-member countries and was founded in 1959. The lending loan for 1986 was approximately US$ 3 million. Most training is undertaken through the Bank's technical cooperation activities. During the period from 1961 to 1983, the Bank approved US$ 134.4 million in technical cooperation for training programs. Ordinarily, the Borrowing country of IDB funds contributes local counterpart funds for each operation.

Goals--The Bank's mandate is to assist the Borrowing member countries to help train personnel. This involves supporting training of personnel in the project cycle in response to the needs of the member countries as reflected in specific requests. The Bank's actions are aimed at the institution-strengthening of the agencies that implemented the respective training programs.

Training Programs--The Bank arranges technical cooperation operations designed to develop courses, seminars, in-service training and other domestic training activities as well as to provide the necessary equipment and at times fellowships for study abroad. The Bank is active in the training field at two levels: first, at the investment project level when training is directly linked with the objectives and goals pursued in a specific project, and secondly, at the independent training program level, which covers specific needs at the national, sub-regional and regional levels. These programs are often coupled with advisory and research components, supplemental to the training. The project cycle, policy and planning, as well as organization and administration are the three areas of major focus in the Bank's programs.

A direct, in-service training program for officials from the public sector, aimed at bringing them together and familiarising them with IDB operating policies and practices, is in place at present. Training programs are also provided for management, technical and professional levels. Most of these are accomplished through short, practical courses or seminars. Some training programs are directed towards higher levels of education, including postgraduate courses.

Insights and Priorities--In Latin America and Caribbean countries, shortcomings have been found, attributable to inadequate personnel training that impair the programming and implementation of projects, programs and policies. There is more of a demand for quality in the level of training. Training Programs must be carefully designed and must make substantial qualitative contributions in comparison with those of the past. In order to meet its objectives, the Bank has decided as a general rule to act through existing national, regional and sub-regional institutions and programs, and in limited cases, to support the formation of new programs. This recommendation discards an earlier proposal of setting up a training institute or centre for lack of sufficient technical, financial or institutional justification and because it is inconsistent with current trends towards decentralisation in a number of areas, particularly training, as well as with the Bank's own policy of institution-strengthening of Latin-American institutes and agencies. This is a policy based on the training needs of personnel, currently in service. The Bank feels that it would also be advisable, however, to support programs designed to meet the longer-term needs at the postgraduate level in order to prepare professionals likely to hold leadership positions in the respective countries in the future.

Source: HRD Questionnaire

The World Bank
1818 H Street, NW
Washington, D.C. 20433
U.S.A.

Contact--Mr. W.D. Haddad, Chief, Education and Employment Division, Population and Human Resources Department.

Background--This International Financial Institution was founded in 1947, and reported loans and credits totalling US$ 17,674 million in the fiscal year of 1987 to projects in developing countries. Of this total, US$ 987 million was dedicated to HRD. Lending for education and training currently averages between five and six per cent of the Bank's annual lending. The largest source of co-financing continues to be the official bilateral aid agencies and multilateral development institutions.

Goals--The World Bank recognises the contribution of education and training to sustained economic growth. Activities range from basic education and the development of general skills that enable individuals to function effectively in society, to training and the provision of more specialised learning, necessary for entry into the labour market and for increased productivity in the existing work force. The mandate of this particular department is to assist borrower countries in the formation and utilisation of human capital. This must occur within the constraints of the financial and managerial capabilities of individual developing countries, and should be achieved through the development of policies and procedures applicable to all Bank staff working on education and training project components, as well as through specific research in which the Bank has a comparative advantage.

Training Programs--Loans and credits are available to borrower countries for: i) education and training projects in formal and informal education systems (typically through projects implemented by the Ministries of Education and Labour); and ii) through project-specific training components. The Bank also aids development through the seminars sponsored by its Economic Development Institute which help build development capacities and institutions through organised training and discussions. Fellowships at universities and technical training institutions are funded as part of the Bank's projects implemented by individual Borrower countries. The level of training involved is contingent on the nature of the project itself.

Insights and Priorities--Although education accounts for a relatively small portion of total lending, the Bank is now one of the largest providers of assistance for educational development and training. Investment in people is of key importance in developing countries, yielding, high returns for long-term economic development.

Source: HRD Questionnaire and Annual Report 1986.

APPENDIX B.4

Other Multilateral Organizations

Commonwealth Fund for Technical Cooperation
Marlborough House
Pall Mall
London, SW1Y 5NY
England

Contact--Dr. Naul, Director, Fellowships and Training Program (FTP)

Background--The Commonwealth Fund for Technical Cooperation (CFTC) was established in 1971, as the Commonwealth's own multilateral development fund administered by the Commonwealth Secretariat. It is based on the principle of technical cooperation among developing countries. Through the program, assistance is made available to Commonwealth developing countries to help them achieve their national development priorities. All Commonwealth governments support the CFTC through annual contributions. General policies are determined by a Board of Representatives made up of a member from each participating government. In 1986, CFTC had allotted US$ 10.2 million to HRD.

Goals--The goals of the program are to finance education and training of personnel from one developing country in the Commonwealth to another developing country. Awards are provided to students and trainees which enable developing countries to share their education and training facilities, matching the needs of one country with the resources of another. The program helps create new training courses and specialised training attachments to fit individual training needs.

Training Programs--Awards are given for study or training in both the formal and non-formal sectors. In the formal sector, students pursue certificates, diploma and shorter courses at technical colleges. University awards are given only if studies have a clear vocational or professional purpose. Although higher degrees are not usually supported, exceptions can be made if, for example, a nominee takes on such a degree as part of a staff development program of a university.

Within the non-formal sector, awards are available for training attachments and study visits to afford trainees the opportunity to gain innovative research experience related to specific needs. Awards are provided for participation in seminars and workshops that are developmentally oriented with a substantial training component. A small number of awards are granted for study in developed Commonwealth countries; however, this is the exception, not the rule, and involves only short, specialised courses or attachments. University staff are eligible for support for short attachments or study visits of under three months, in universities in other developing Commonwealth countries. Practical training attachments are granted to technologists and technicians in the industrial sector. Training officers, supervisors, managers, etc., are also eligible for these awards to help countries improve their industrial performance.

A special program is set up for humanitarian assistance for Namibians and South Africans who have been victims of racism. These awards are primarily geared to technical and vocational fields. English and French language training is also provided, if necessary.

Selection Process--Education and training facilities available in relation to a country's population is taken into account in the granting of awards as well as the bilateral or multilateral aid already in place.

Each Commonwealth country has appointed a Ministry or department to nominate candidates for training, to consider applications from other countries and to be its point of contact with the CFTC. When requesting assistance, training needs and rationale, as well as background and personal details of the nominee, are outlined. The selection process involves the screening of applicants to ensure that they have demonstrated

suitability for the study, proficiency in English, medical fitness and a verification of qualifications. Every effort is made to operate within the priorities identified by each government. Individuals must be nominated by their own government and acceptable to the government of the receiving country. Although in a few cases, only partial funding is provided, with the balance being provided by the sending government, usually the full funding is covered, including return travel, tuition fees, allowance for books and a living allowance for accommodation and food. No provision is made for spouses or dependents.

Monitoring Mechanisms--Progress is monitored regularly by correspondence, questionnaires completed by the students, progress reports from institutions and on occasion, in-person meetings with program staff. A series of questionnaires are used to evaluate the relevance, effectiveness and impact of each training project. All projects spanning more than three months are evaluated by former trainees and their employers six months after completion. A sample of projects is also re-evaluated two years later.

Source: HRD Questionnaire

Organization of American States (OAS)
17th and Constitution, N.W.
Washington, D.C.
20006
U.S.A.

Contact--Dr. Mary Chamberlain, Chief, Trainee Selection Division.

Background--The Organization of American States, founded in 1890, is an international organization responsible for the implementation of study, research and training programs. The HRD budget is US $5 million. Member countries of the Organization of American States include, specifically, Central and South American and Caribean countries. Under the Special Training Program--PEC Fellowships, the OAS has the sponsorship of non-member countries (e.g., Spain, Israel, Italy, Cyprus) for some courses organized with the technical areas in priority fields for the member countries.

Goals--Goals include fostering development cooperation among OAS members and coordinating the training activities from the different Technical Programs, with the objective of furthering the economic, social, technical and cultural development of the "American" peoples.

Training Programs--These programs involve study and research in a variety of fields, except the medical sciences. Two kinds of fellowships exist: those for advanced study at the graduate level (i.e., Master, Ph.D.), and those for research in connection with a specialty. Fellowships are granted for periods between three months and two years. Training mechanisms include specific courses in different areas, programmed by the technical areas of the Organization of American States to fulfill the needs of its member countries. Fellowships are not granted for undergraduate level studies or for introductory language training.

Selection Process--Candidates must be citizens or permanent residents of OAS member countries. Fellowships are awarded in a member country other than that of permanent residence of the applicant. Applicants must have a university degree or a demonstrated ability to pursue advanced studies in the chosen field. The candidate must choose the university, study centre or research site, and make the necessary contacts to secure an acceptance.

Monitoring Mechanisms--Follow-up mechanisms involve a system of utilization of knowledge acquired in the home country, after the completion of the fellowship.

Source: HRD Questionnaire

APPENDIX B.5

Canadian NGO's

Aga Khan Foundation Canada
PO Box 137
777 Bay Street Suite 2005
Toronto, Ontario M5G 2C8
Canada

Contact--Mr. Nazeer Aziz Ladhani, Chief Executive Officer.

Background--This NGO is a registered charitable organisation founded in 1980.

Goals--The mandate of this organization is four-fold: to provide qualified personnel to underdeveloped countries to assist social development in the areas of health, education and rural development; to provide professionals to selected Third World social development institutions in order to improve the capacity of the HRD in those institutions; to enhance the capacity of Canadian development professionals through training course and field placements; and to promote linkages between Canadian and Third World institutions through the exchange of personnel.

Training Programs--Short training courses are offered for Canadian development professionals on selected topics (eg., Women in Development, Environment and Social Forestry). The Canadian Development Exchange (CADAX) program provides young Canadians with experience in underdeveloped countries and provides highly qualified and experienced professionals to selected projects and institutions for short-term consultancy. Scholarships are available to Third World development practitioners for Master's level study in fields related to social development at a Canadian university. Support is also given to Third World institutions through provision of Canadian professionals to undertake HRD training.

Selection Process--Institutions are selected based on the relevance of their programs to various areas of international development, as well as their faculty members' research interests. Candidates select the institution where they wish to pursue their studies.

Candidates are interviewed by the selection committee in their country of application. This committee composed of professionals in the proposed field of study, makes an assessment of the candidate in light of the same criteria set aside for the institution selection and makes a recommendation accordingly. Preference is given to candidates with experience in social development, to women, and to those from rural areas.

Monitoring Mechanisms--Monitoring in Canada is done by Aga Khan. Follow-up monitoring of scholarship recipients will be undertaken by affiliated institutions in the underdeveloped countries.

Support Services--All Canadians placed overseas are affiliated with an institution in the Aga Khan Network (e.g., Aga Khan Foundation, Aga Khan Health Services, Aga Khan Education Services, Aga Khan University). The institution undertakes to provide support and assistance to Canadians during their placement.

Source: HRD Questionnaire

Association of Canadian Community Colleges (ACCC)
110 Eglinton Avenue West
Toronto, Ontario M4R 1A3
Canada

Contact--Mr. Tom Norton, Executive Director, National Bureau.

Background-The Association of Canadian Community Colleges (ACCC) is a national non-profit voluntary organisation of Canadian post-secondary, certificate and diploma level institutions, representing 100 colleges, institutes, and schools of horticulture, fisheries and marine studies, in Canada's ten provinces and two territories. This organization was founded in 1972. The annual budget is 4 million, one quarter of which is dedicated to HRD. This organization has done some work with AUCC in the past.

Goals--One of the mandates of the organization is to act as a catalyst between member colleges and their international collegiate institutions in developing projects that strengthen the institution in the developing country. ACCC also seeks to act as a facilitator in developing projects on behalf of member institutions in developing countries in response to requests from CIDA, International Financial Institutions or the countries themselves. ACCC is also involved in the provision of information to Canadian Government agencies and international organizations on the development capabilities of Canada's colleges and technical institutes.

Training Programs--ACCC provides support for a wide range of technical skills at the sub-professional level in technology, business, health, applied arts, and design, as well as professional level programs in institutional management, teacher training, institutional support systems, technical-vocational education systems design and comprehensive HRD planning. Industry skills development, labour market planning and technology transfer are also promoted. Training mechanisms take the form of scholarships, on-site training, fellowships, non-degree technical-vocational, and work-site training. Academic study involves post-secondary education (ie., three years after Grade 12). Short specialised courses are supported for degree holders in specific skills. Study tours, work study, internships, workshops, linkages, community development, distance education apprenticeships and literacy courses are also supported. Language training is provided in the home country or in Canada, in both official languages.

Selection Process--Institutions hosting both international projects and students may be selected based on their participation in international development workshops sponsored by ACCC or other aid institutions. Selection may occur through an identified international student office or by individuals in the organisation who have international experience. Institutions are also selected based on their commitment to international development as evidenced in broad institutional activities, as well as previous histories of increasing involvement in project work.

Monitoring Mechanisms--There is a fully developed in-Canada and in-country evaluation process in place that is summative and formative. These evaluations are an integral part of each project and include quarterly reports.

Support Services--Orientation is provided for ACCC's trainers doing international work and in-field support is also provided.

Insights and Priorities--ACCC feels that more effort should be made to organise a body of experience in providing Canadian support in international development. Projects should be approached with the education of colleges in mind as opposed to the detached view point of an external contractor. The sharing of institution building experience is a high priority of ACCC. Careful assessment of the technical competence of fellows coming to Canada is of great important. A.B.Sc's or M.Sc's do not provide fellows with the practical industrial application required in the home country. Finally, the priorities of the developing country must be central to the design of all projects.

Source: HRD Questionnaire, Information Brochure; "Association of Canadian Community Colleges: International Bureau"

Canadian Council for International Cooperation (CCIC)
200 Isabella Street, Suite 300
Ottawa, Canada K1S 1V7

Contact--Coordinator, Organisational Development Division.

Background--This non-profit organisation is a national coalition of more than 100 Canadian NGOs. The Council provides the basis for action and communication between government and the private sector on regional, national and international levels. CCIC was founded in 1968. The 1987/88 budget was US$ 811,700. CCIC frequently works with other NGOs on seminars, conferences and workshop activities.

Goals--CCIC sees HRD as involving the following: training in the provision of information support services; the facilitation of student experimentation in designated aspects of the design of computerised project information management systems; direction of research in designated areas of international cooperation; direction of information gathering and /or analysis with a particular reference to CCIC survey activity; direction in the organisation and management of information resources relate to international cooperation and, training in the use of equipment and tools used for the information management and sharing.

Training Programs--There are three types of programs; the student research program, the volunteer program and the government subsidised summer program. These involve interagency working groups, task forces, conferences, workshops, seminars, briefing sessions and counselling in overseas employment opportunities. Primary to university levels of academic education as well as rehabilitation and re-entry are provided. Information concerning scholarships to potential recipients is a service that is normally provided informally in response to individuals referred by Canadian NGOs and their overseas counterparts, governments, and the public.

One form of information dissemination to potential participants in the training programs is correspondence that is reported or identified by the organisation's staff.

Monitoring Mechanisms--Monitoring is informal since services usually are being rendered in exchange for training. Follow-up and evaluation mechanisms are part of this exchange.

Source: HRD Questionnaire and Annual Report, 1985/86.

Foundation for International Training for Third World Countries (FIT)
1262 Don Mills Road, Suite 200
Don Mills, Ontario M3B 2W7
Canada

Contact--Mr. Ranjit Kumar, Executive Director

Background--This organization, founded in 1978, has an annual budget of US$ 2.7 million, most of which (US$ 2.5 million) is dedicated to HRD. FIT is a non-profit, international association .dedicated to the training of trainers and technicians. The Foundation collaborates with agencies such as government organizations, educational institutions and professional associations. With respect to funding, host organizations must cover program costs. FIT will assist in securing financial aid from donor agencies, but at least part of the total cost must be provided by the host organization.

Goals--FIT's mandate is the formation of managerial and technical skills in developing countries. This involves:

- o supporting the creation of income-generating activities and the acquisition and development of low-cost technologies;
- o programs to upgrade the policy environment and managerial capabilities in public enterprises in the production sector; and
- o information dissemination designed to increase productivity and enhance employment opportunities by stimulating trade capacity and technology transfer.

Training Programs--There are three types of programs in place. Institution building involves consultation with host agencies on staff planning and development, as well as management training and organizational development workshops. FIT trains local trainers in new training designs and methods that increase their own effectiveness. Consultant work is also done with host agency partners to create manuals, handbooks and audio-visual learning materials. All training conducted is vocational, rather than academic, in nature.

Selection Process--Consultants are selected based on an assessment through Personal History Forms and in-depth interviews of their training skills, experience in development work, expertise in subject matter and cross-cultural experience. These consultants are from the private sector, educational institutions and FIT's own networking system.

Training opportunities are identified through field visits and referrals by a network of agencies, in Canada and overseas. Project selection is carried out on the basis of the availability of funds and FIT's technical capacity to carry out the project effectively.

Monitoring Mechanisms--Projects are monitored on an ongoing basis by FIT program managers through field visits and regular reports from consultants in the field. An evaluation, for the purposes of the sponsoring agency and for the benefit of both FIT's and the host agency's future project plans, is conducted upon completion of the project.

Support Services--FIT maintains a comprehensive store of information on the countries involved. This is used, in conjunction with in-house and outside experts, to brief all individuals working on FIT assignments overseas. Topics include social, cultural, economic and political conditions that they will encounter, as well as all relevant aspects of the projects.

Insights and Priorities--Institution building, and the strengthening of training capacities, are considered to be the most effective methods of HRD in developing countries. Trainers must be trained in the context of long-term programs to strengthen the prospect of these agencies becoming self-reliant in their own HRD efforts. Attention should also be paid, not only to developing appropriate curricula, but also to providing local trainers with the ability to learn and manage the technology necessary to develop such curriculum themselves.

Source: HRD Questionnaire and Information Brochure.

World University Services of Canada (WUSC)
Box 300, Station C
Ottawa, Ontario K1Y 4M8
Canada

Contact--Mr. William McNeil, Executive Director, Mr. Paul Brennan, Deputy Director, Education and Training Programs.

Background--WUSC is a non-profit, non-governmental organization involving the Canadian academic community in social and economic development in Canada and in developing countries. Founded in 1939, WUSC is an affiliate of the World University Service (WUS) in Geneva. This organization is primarily an implementing agency, providing training and technical assistance to developing countries. In 1986, there was an annual budget of US$ 28 million, much of which comes from Canadian Government sources (eg., CIDA). Additional financial support comes from The World Bank, UN member agencies, overseas governments and individual donors from academic, public, private and corporate sectors in Canada.

Goals--Students and trainees are invited to take up academic degrees or other training programs designed to further their technical training and professional development.

Training Programs--WUSC supports a wide variety of scholarship and training programs for study in Canada. Scholarships to pursue academic degrees through studies in education, and professional training in a number of areas (eg., engineering, journalism, architecture, medicine and nursing, mechanical technology and land surveying) are available. Also, short-term training and post-graduate studies in such fields as agriculture and education are provided. English language training is offered in many instances where candidates are not fluent.

Selection Process--Candidates must be selected by their own governments.

Monitoring Mechanisms--Students are required to complete a trainee profile form, outlining their previous education, job experience, language training and their training and educational objectives. At three and six month intervals, students and trainees fill out a progress report, including their grades. Each student has an academic supervisor who provides counselling and submits progress reports to WUSC. Upon completion of the program, students are asked to evaluate their experience and the program overall.

Support Services--WUSC helps students clarify their educational needs, reviews their applications, recommends suitable placement and helps to expedite the paper work involved before the student arrives in Canada. Orientation sessions are provided to prepare candidates for life in Canada. Once in the donor country, students are guided through any registration procedures and given another orientation session concerning the services of WUSC. WUSC will then help the student to find a place to live and become familiar with the local community.

Source: HRD Questionnaire and information package containing 1987 Annual Review newsbulletin and information sheets.

APPENDIX B.6

U.S. Foundations

Carnegie Corporation of New York
437 Madison Ave.
New York, N.Y. 10022
U.S.A.

Contact-- Mr. David Hamburg, President; Adetokunbo Lucas, Program Chair, Strengthening Human Resources in Developing Countries Program.

Background--This American NGO reported expentitures of US$ 29.2 million in 1986.

Goals--A major objective of the Strengthening Human Resources in Developing Countries program is to contribute towards a healthier, better educated, and more productive citizenry in English-speaking Africa and the Carribean. The program is based upon a multidisciplinary approach to developmental issues, drawing on the knowledge, skills, and resources of the behavioural, social, biological, and biomedical sciences and also on the technical and policymaking communities in this country and abroad. A second major objective is to encourage the application of science and technology for development through the support of projects to strengthen indigenous capacities and by encouraging cooperation among leading professionals and scientists in developing and technically advanced countries.

Training Programs--Carnegie does not have a scholarship program. Projects are supported in the application of science and technology for development, maternal and child health care, and the communication of lessons learned through development experience to American audiences, policy-makers and scientists, as well as the general public.

Source: HRD Questionnaire

Ford Foundation
320 East 43rd Street
New York, NY 10017
U.S.A.

Contact--Mr. William D. Carmichael, Vice President, Developing Countries Program.

Background--This private, non-profit organization was founded in 1936, became a national organization in 1950, and had an annual budget of US$ 80 million in 1987. HRD is the single major theme in the Foundation's work. The Foundation is largely involved in educational, developmental, research and experimental efforts. Up until 1987, the Foundation has made commitments totalling US$ 6.6 billion. Inter-agency cooperation includes the formation of partnerships with other organizations, both public and private, national and local.

Goals--This organization's mandate broadly covers all development work in the developing countries. The Foundation uses a broad definition of human resource development, including scholarships, fellowships, travel and study awards, research activities, and the development of education programs and institutions.

Training Programs--Programs involve the development of indigenous educational institutions and policies as well as research capacities and institutions. Training within active projects and government programs is also supported. Higher-level training is supported both inside and outside the developing countries. This may involve short-term travel, study, research or conference opportunities. Language training is provided only rarely, as most grant recipients already possess adequate competence.

Selection Process--This varies widely from program to program. Ford, to a great extent, relies on the recipient country, the institutions themselves, peer reviews, selection panels and their own staff appraisals to ensure that individuals are adequately qualified and motivated for training. Activities supported by Foundation grants must be charitable, educational or scientific. Most of the Foundation's grant funds are given to organizations. The Foundation does not award undergraduate scholarships, and support for graduate fellowships is generally funneled through grants to universities and other organizations responsible for the selection of recipients. In all cases, recipients are selected on the basis of the merits of their proposals and their potential contribution to the advancement of the Foundation's program objectives.

Monitoring Process--All grants are evaluated by the grantee as well as the Foundation. Occasionally, broader issue-oriented reviews are also conducted.

Insights and Priorities--Prime objectives involve "institution building" by establishing self-sustaining organizations staffed by qualified personnel in the fields of education, public administration, economic planning, agriculture and population. Focus is on human rights, civil liberties, the reduction of rural poverty and dependency, and the promotion of greater international understanding.

Source: HRD Questionnaire, Ford Foundation - International Programs (July 1979) and Current Interests 1988 and 1989 (January 1988). Annual Report (1986).

W.K. Kellogg Foundation
400 North Ave.
Battlecreek, Michigan 49017 U.S.A.

Contact--Ms. Karen Hollenbeck, Assistant Vice-President, Administration.

Background--This foundation was established in 1930 and is chartered "for educational and charitable purposes". Specific activities are determined by its Board of Trustees, in accordance with prevailing economic and social conditions, but broadly centered upon the fields of agriculture, education, and health.

Goals--The Foundation has a fellowship program designed to improve the planning and conduct of professional education and teaching and the delivery of services.

Training Programs--These fellowships are designed to enable individuals to attend universities to obtain advanced degrees and to be involved in post-graduate studies. These fellows then return to their respective institutions, better prepared to teach and provide educational materials to their students or clientele. It is expected that fellows will continue to contribute to the development of those projects upon the completion of their fellowship. Long-term fellowships are awarded for up to 12 months. Most are used to obtain a Master's doctorate degree. Short-term fellowships are awarded for up to six months and may involve travel to other cities for observation and consultation, or the pursuit of short-term academic experiences such as single courses for a semester. Group fellowships are available for individuals who wish to participate in the same short-term experience, if the nominating agency requests it. Occasionally, awards may be granted as part of the funding for a project should the training be relevant and beneficial to the project itself. This would only apply to short-term study.

Selection Process--Fellowships are awarded to faculty and staff members of Latin American and Caribbean universities, centres, institutes, foundations, councils, ministries and departments which have active projects funded by the Kellogg Foundation. Candidates must be nominated by universities, government and other agencies with which Kellogg is cooperating. The individual must be: a graduate of a recognised university or professional school; be of superior academic standing; fluent in the language of the course; assured a responsible post-fellowship position; conversant with the general culture, history, customs and resources of their own native country.

The qualifying candidate is interviewed by a designated representative or committee of the Foundation for an appraisal of the candidate's background, experience, future career plans, and the opportunities and resources available to them upon completion of the studies. Applications are then reviewed by a fellowship committee of Foundation personnel at the Kellogg headquarters. The committee takes into consideration: the professional and personal qualifications of the candidate; the need for and probable use of, the fellowship experience; and the candidate's plans to participate in the improvement of teaching and/or service programs.

Monitoring Mechanisms-- Prior to completion of the fellowship, the fellow is requested to provide the Foundation with an evaluation of his personal experiences, both professional and extra-professional during the fellowship. This should include any recommendations the fellow may wish to submit and a statement of plans for, the use of the new knowledge. Fellows are also encouraged to keep the Foundation informed of their post-fellowship activities and current address for later evaluations of the success of the fellowship program.

Source: HRD Questionnaire and Information Brochure "Kellogg International Fellowship Information.

Winrock International Institute for Agricultural Development
Route 3, Morrilton
Arkansas, 72110
U.S.A.

Contact-- Mr. Robert D. Havener, President; Mr. David F. Nygaard, Director of Human Capital Development Program.

Background--Winrock was created from the merger of the Agricultural Development Council, the International Agricultural Development Service, and the Winrock International Livestock Research and Training Centre in 1985. This private, non-profit organisation has an annual budget of US$ 24.2 million, with 17.8% dedicated to HRD. Relationships with a wide range of donors, NGO and private sector organizations is cultivated.

Goals--Activities in HRD are designed to help rural populations to become more productive and efficient. These activities are designed to prepare the next generation of agricultural scientists, educators, extension specialists, administrators and policy-makers.

Training Programs--Fellowship programs are designed to provide academic training for young professionals, placed in universities around the world. A wide range of non-academic training activities are also provided to sharpen the skills of trainers or individuals working directly with farm families. Such programs involve short, practical courses, study tours, and conferences. A variety of training materials have been produced, some that have been used in university-level courses. Some programs are targeted to improve the effectiveness of trainers and technical specialists. Winrock is also involved in working with educational institutions to establish and operate training and research programs in agricultural and rural development. Professional relations with former trainees are maintained to help with future career development.

Training mechanisms include fellowships, seminars, short courses and conferences, as well as the training materials produced. Research and publications are also used including a research network in and between developing countries, as well as technical and HRD related materials. One of the primary goals is to effectively integrate the technical and training portions of agricultural development activity.

Selection Process--Trainees are selected according to a set of criteria delineated in the grant application or contract. Field staff in the developing country are involved in the selection process. Trainee and staff interaction is highly promoted, particularly prior to leaving for the training institution. In many cases, particularly with the development of many Asian universities, the best location for training is determined to be either in-country, or in neighbouring developing countries.

Most of Winrock's training programs are not open to general competition. When regional competitions are held, staff members are involved in the screening and selection process to ensure that the agricultural interests of the region are kept in mind.

Monitoring Process--Regular telephone contact and correspondence with students and faculty, in addition to routine completion of academic progress reports, are used to keep abreast of student achievements. Field staff are involved in follow-up activities. Networks and advanced research training upon return home enhance the follow-up and professional development process. Evaluation is an integral part of all Winrock programs and projects. An extensive study of the fellowship programs has recently been conducted with Asian trainees who have returned home. A conference on the impact of Human Capital Development will be hosted in 1988.

Support Services--Winrock either conducts or arranges for the completion of cross-cultural briefings, language training, student counselling, re-entry training and benefits

for the spouses and dependents of all trainees. Arrangements in each case specifically address the developing countries situation and the demands of the training institution.

A facility is dedicated for training programs, conferences, and seminars. This also serves as a language training facility, although most language training takes place in the home country prior to arrival in the donor country or at the training institution. This facility is also used for housing, meals, meetings and recreation during short practical training programs (ie., conferences).

Insights and Priorities--Priority is given to the Asian program in the rural social sciences. The African program initiated in 1984 will be expanded. A Pan-African research program has been in operation since 1986 and a scholarship program is needed to complement other activities. The establishment of such networks in other developing regions of the world, in the biological and social sciences will be emphasised. When current Winrock fellows return to their respective institutions, research networks are to be built with some students. This will help in the development of their future careers. Networks in forestry and fuelwood are presently two areas of emphasis.

There is a separation of management of the fellowship programs based in North America and Europe, which are managed from the Arkansas office, and the Asian and Australian-based fellowship programs, which are managed from the Bangkok office. This has proven to be a good arrangement, and will be continued.

Source: HRD Questionnaire

APPENDIX C

Profile of Respondents

APPENDIX C.1

Age and Annual Budget of Organizations in 1986

APPENDIX C.1.a

Age and Annual Budget of Organizations in 1986 -- Bilateral Organizations

Name	Age of Organization (in years)	1986 Annual Budget (million USD)
Administration générale de la coopération au développement (Belgium)	26	305.0
Australian International Development Assistance Bureau	15	963.0
Canadian International Development Agency	19	2,170.0
Danish International Development Agency	26	912.4
Deutsche Gesellchaft für Techniseche Zusammenarbeit (West Germany)	14	692.6
Federal Ministry of Foreign Affairs (Austria)	-	519.0
Finnish International Development Agency	23	0.6
International Development Research Centre	18	86.5
Ministry for Development Cooperation (Netherlands)	-	2,719.3
Natural Sciences and Engineering Research Council of Canada	10	274.2[1]
Overseas Development Administration (Great Britian)	27	2,294.4
Overseas Economic Cooperation Fund of Japan	-	5,500.0
Royal Norwegian Ministry of Development Cooperation	-	-
Swedish International Development Authority	26	777.5
United States Agency for International Development	-	5,650.0
Vocational Training Corporation (Jordan)	12	6.0

[1] 1988.

APPENDIX C.1.b
Age and Annual Budget of Organizations in 1986 -- Multilateral Organizations

Name	Age of Organization (in years)	1986 Annual Budget (million USD)
United Nations		
Asian and Pacific Skill Development Program of the ILO	9	1.3
Centre interafricain pour le dévéloppement de la formation professionnelle (Côte d'Ivoire)	10	0.2
Centro Interamerciano de Investigación y Documentación sobre Formación Profesional	25	1.7
Food and Agricultural Organization of the United Nation's	45	-
International Institute for Educational Planning	23	3.5
International Labour Office	69	253.1
UNICEF	41	244.0
United Nation's Development Program	-	874.6
United Nation Fund for Population Activities	-	150.0
United Nations Institute for Training and Research	23	4.5
World Health Organization	40	504.2
Development Banks		
African Development Bank	25	-
Asian Development Bank	22	-
Inter-American Development Bank	29	3.0
World Bank	41	17,674.0
Other		
Commonwealth Fund for Technical Cooperation	17	-
Organization of American States	98	-

APPENDIX C.1.c
Age and Annual Budget of Organizations in 1986 -- NGO's and US Foundations

Name	Age of Organization (in years)	1986 Annual Budget (million USD)
Canadian NGO'S		
Aga Khan Foundation Canada	8	N/A
Association of Canadian Community Colleges	16	4.0
Canadian Council for International Cooperation	20	0.8
Foundation for International Training for Third World Countries	10	2.7
World University Services of Canada	49	28.0
U.S. Foundations		
Board on Science and Technology for International Development (BOSTID)	17	N/A
Carnegie Corporation of New York	-	29.2
Ford Foundation	52	80.0
Winrock International Institute for Agricultural Development	3	24.2
W.K. Kellogg Foundation	58	-

APPENDIX C.2

HRD Budgets for 1986

APPENDIX C.2.a
HRD Budgets for 1986 -- Bilateral Organizations

	HRD Budget (Million USD)	HRD as Per Cent of Total Budget
Administration générale de la coopération au développement (Belgium)	19.3	6.3
Australian International Development Assistance Bureau	99.1	12.8
Canadian International Development Agency	478.3	22.0[1]
Danish International Development Agency	N/A	N/A
Department of Foreign Affairs, Ireland	N/A	N/A
Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) (West Germany)	692.6	N/A[2]
Federal Ministry of Foreign Affairs Austria	N/A	N/A
Finnish International Development Agency	N/A	N/A
International Development Research Centre	7.3	8.6
Ministry for Development Cooperation (Netherlands)	83.0	3.1
Natural Sciences and Engineering Research Council of Canada	0.2	0.07
Overseas Development Administration (Great Britain)	231.3	10.1
Royal Norwegian Ministry of Development Cooperation	10.4	1.1
Swedish International Development Authority	37.9	4.9
United States Agency for International Development	N/A	N/A
Vocational Training Corporation	6.0	100.0

[1] 1985/86 Fiscal Year.

[2] GTZ says that HRD is part of all activities, however, they do not specify an amount.

N/A means that the figures cannot be disaggregated for HRD activities alone.

APPENDIX C.2.b
HRD Budgets in 1986 -- Multilateral Organizations

	HRD Budget (Million USD)	HRD as Per Cent of Total Budget
United Nations		
Asian and Pacific Skill Development Program (ILO)	0.5	40.0[1]
Centre interafricain pour le développement de la formation professionnelle (Côte d'Ivoire)	0.18	92.6
Centro Interamericano de Investigación y Documentación sobre Formación Profesional (ILO)	2.0	11.8
International Institute for Educational Planning	0.7	20.0
International Labour Office	33.9	21.3
UNICEF	N/A	N/A
United Nations Development Program	260.0	29.7
United Nations Fund for Population Activities	19.0	12.7
United Nations Institute for Training and Research	2.9	65.0[1]
United Nations University	3.3	7.2
World Health Organization	55.9	11.1
Banks		
African Development Bank	1.2	1.5
Asian Development Bank	N/A	N/A
Inter-American Development Bank	N/A	N/A
World Bank	987.0	5.6[2]
Other		
Commonwealth Fund for Technical Cooperation	10.2	N/A
Organization of American States	5.0	N/A

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1 Approximation.
2 1987.

APPENDIX C.2.c
HRD Budgets in 1986 -- NGO's and Foundations

	HRD Budget (Million USD)	HRD as Per Cent of Total Budget
Canadian NGO's		
Association of Canadian Community Colleges	1.0	25.0
Foundation for International Training	2.5	92.0
World University Services of Canada	9.0	41.0
US Foundations		
Ford Foundation	40.0	50.0
Winrock	4.3	17.8

APPENDIX D

Detailed Tables of Training Activity

APPENDIX D.1

Location of Training Activity

APPENDIX D.1.a
Location of Training Activity in 1986[1] -- Bilateral Organizations

	Donor Country		Recipient Country		Third Country	
	Number	%	Number	%	Number	%
Canadian International Development Agency	3712	46.6	2328	29.2	1923	24.1
Danish International Development Agency	365	68.1	133	24.8	38	7.1
Department of Foreign Affairs, Ireland	164	99.4	1	0.6	0.0	0.0
Finnish International Development Agency	13	59.1	8	36.4	1	4.6
International Development Research Centre	45	42.5	4	3.8	57	53.8
Ministry for Development Cooperation (Netherlands)	1455	100.0	0	0.0	0	0.0
Natural Science and Technology Research Council	24	100.0	0	0.0	0	0.0
Overseas Development Administration (Great Britain)	11534	-	-	-	626	-
Royal Norwegian Ministry of Development Cooperation	150	24.2	95	15.4	374	60.4
United States Agency for International Development	7810	100.0	N/A	-	N/A	-
Vocational Training Corporation	27	100.0	0	0.0	0	0.0

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1 Percentages represent the proportions of people trained in each from the total of all three.

APPENDIX D.1.b
Location of Training Activity in 1986[1] -- Multilateral Organizations

	Recipient Country		Third Country	
	Number	%	Number	%
United Nations				
Asian and Pacific Skill Development Program	-	0.0	-	100.0
Centre interafricain pour le développement de la formation professionnelle (Cote d'Ivoire)	0	0.0	23	100.0
Centro Interamericano de Investigación sobre Formación Profesional (ILO)	389	100.0	0	0.0
Food and Agricultural Organization of of the United Nations	356	-	364	-
United Nations Fund for Population Activities	102	-	-	-
World Health Organization	1803	100.0	-	0.0
Development Banks				
Asian Development Bank	-	-	-	-
Inter-American Development Bank	NA	100.0	0	0.0
Other				
Commonwealth Fund for Technical Cooperation	0	0.0	2343	100.0

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[1] Percentages represent the proportions of people trained in each from the total of both.

APPENDIX D.2

Geographic Distribution of Expenditures for HRD in 1986

APPENDIX D.2.a

Geographic Distribution of Expenditures for HRD in 1986[1] -- Bilateral Organizations

	Africa		Americas[2]		Asia	
	Amount (Million USD)	%	Amount (Million USD)	%	Amount (Million USD)	%
Administration générale de la coopération au développement (Belgium)	8.1	2.7	1.6	0.5	3.3	1.1
Canadian International Development Agency	102.7	5.1	39.7	2.0	72.4	3.6
Deutsche Gesellchaft für Techniseche Zusammenarbeit (West Germany)	346.3	50.0	138.5	20.0	207.8	30.0[3]
International Development Research Centre	1.5	1.6	1.0	1.2	1.4	1.6
Overseas Development Administration (Great Britain)	122.0	5.3	23.3	1.0	76.6	6.1
Overseas Economic Cooperation Fund of Japan	2.1	0.1	2.3	0.1	3.9	70.7
Vocational Training Centre	0.0	0.0	0.0	0.0	6.0	100.0

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[1] Percentages reflect HRD expenditures in region of total annual budget.

[2] Includes Central America, South America and the Caribbean.

[3] GTZ says that HRD is part of their activities; however, they do not specify an amount.

APPENDIX D.2.b

Geographic Distribution of Expenditures for HRD in 1986[1] -- Multilateral Organizations

	Africa		Americas		Asia	
	HRD Amount (Million US)	Total Annual Budget (%)	HRD Amount (Million USD)	Total Annual Budget (%)	HRD Amount (Million USD)	Total Annual Budget (%)
United Nations						
Asian and Pacific Skills Development Program (ILO)	0.0	0.0	0.0	0.0	5.0	100
Centre interafricain pour le développement de la formation professionnelle (Côte d'Ivoire, ILO)	0.2	92.6	0.0	0.0	0.0	0.0
Centro Interamericano de Investigación y Documentación sobre Formación Profesional (ILO)	0.0	0.0	0.2	12.0	0.0	0.0
International Institute for Educational Planning	0.4	10.2	0.1	2.6	0.2	4.6
International Labour Office	54.4	21.5	12.1	4.8	30.4	12.0
UNICEF	6.6	2.7	5.2	2.1	15.1[2]	6.2
United Nations Development Program	349.9	40.0	78.7	9.0	358.6	41.0
United Nations Fund for Population Activities	4.7	3.1	3.7	2.46	7.1	4.7
United Nations Institute for Training and Research	0.9	19.5	0.6	13.0	0.6	13
World Health Organization	22.4	4.4	4.4	0.9	24.0	4.8
Development Banks						
African Development Bank	1.2	1.5	0.0	0.0	0.0	0.0
Asian Development Bank	0.0	0.0	0.0	0.0	-	-
Inter-American Development Bank	0.0	0.0	-	-	0.0	0.0
Other						
Commonwealth Fund for Technical Assistance	-	-	-	-	-	-
Organization of American States	0.0	0.0	5.0	100.0	0.0	0.0

1 Percentages reflect HRD expenditures in region of total annual budget.

2 Includes North Africa.

APPENDIX D.2.c
Geographic Distribution of Expenditures for HRD in 1986[1] -- NGOs

	Africa		Americas		Asia	
	HRD Amount (Million US)	Total Annual Budget (%)	HRD Amount (Million USD)	Total Annual Budget (%)	HRD Amount (Million USD)	Total Annual Budget (%)
Canadian NGOs						
Aga Khan	0.0	0.0	0.0	0.0	0.0	0.0
Association of Canadian Community Colleges	-	-	-	-	-	-
Foundation for International Training	0.5	18.0	0.8	28.0	0.5	17.0
World University Services of Canada	1.1	14.5	1.8	23.0	14.7	62.0
US Foundations						
Carnegie Corporation	-	-	-	-	0.0	0.0
Ford Foundation	-	-	-	-	-	-
Rockefeller Foundation	-	-	-	-	-	-
Winrock	-	-	-	-	-	-

[1] Percentages reflect HRD expenditures in region of total annual budget.

APPENDIX D.3

Geographic Distribution of Scholarships Provided in 1986

APPENDIX D.3.a
Geographic Distribution of Scholarships Provided in 1986[1] by Bilateral Organizations

	Africa		Americas		Asia	
	Number	%	Number	%	Number	%
Administration générale de la Coopération au Développement (Belgium)	1694	62.8	357	13.2	646	24.0
Australian International Development Assistance Bureau	302	11.7	47	1.8	2197	86.3
Canadian International Development Agency	2618	32.9	3186	40.0	2159	27.6
Danish International Development Agency	278	52.1	6	1.1	250	46.8
Department of Development Cooperation, Italy	4436	81.4	632	11.6	384	7.0
Department of Foreign Affairs, Ireland	121	73.3	4	2.4	40	24.2
Federal Ministry of Foreign Affairs (Austria)	629	18.4	337	9.2	2676	72.5
Finnish International Development Agency	95	92.2	0	0.0	8	7.8
International Development Research Centre	44	42.7	28	27.2	31	30.1
Ministry for Development Cooperation (Netherlands)	556	39.4	238	16.9	616	43.7
Natural Science and Engineering Research Council	0.1	3.1	0.0	0.0	0.1	3.6
Overseas Development Administration (Great Britain)	4653	56.0	837	10.0	2822	34.0
Royal Norwegian Ministry of Development Cooperation	386	56.2	54	7.9	247	36.0
United States Agency for International Development	3532	45.0	2023	25.8	2289	29.2
Vocational Training Corporation	3	12.1	0	0.0	24	88.9

[1] Percentages represent proportion in each region of the total for all three.

APPENDIX D.3.b
Geographic Distribution of Scholarships Provided in 1986[1] by Multilateral Organizations

	Africa		Americas		Asia	
	Number	%	Number	%	Number	%
United Nations						
Centre interafricain pour le développement de la formation professionnelle (Côte d'Ivoire)	23	100.0	0	0.0	0	0.0
Centro Interamericano de Investigación y Documentación sobre Formación Profesional	0	0.0	589	100.0[2]	0	0.0
Food and Agricultural Organization of the United Nations	503	50.8	70	7.1	417	42.1
International Institute for Educational Planning	-	61.0	-	13.0	-	23.0
UNICEF[3]	63534	8.8	426,207	59.3	229,313	31.9
United Nations Fund for Population Activities	25	21.2	63	53.4	121	25.4
World Health Organization	944	26.9	492	14.0	2071	59.1
Development Banks						
African Development Bank	460	100.0	0	0.0	0	0.0
Asian Development Bank	0	0.0	0	0.0	218	100.0[2]
Other						
Commonwealth Fund for Technical Cooperation	435	42.8	226	22.3	355	34.9
Organization of American States	0	0.0	1199	100.0	0	0.0

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1 Percentages represent proportion in each region of the total for all three.

2 1987.

3 Most likely includes all training and not only scholarships.

APPENDIX D.4

Percentage of Scholarships Awarded to Women in 1986

APPENDIX D.4.a

Percentage of Scholarships Awarded to Women[1] in 1986 -- Bilateral Organizations

	Africa		Americas		Asia	
	Number	%	Number	%	Number	%
Administration générale de la coopération au développement (Belgium)	162	9.6	90	25.2	524	18.9
Australian International Development Assistance Bureau	91	30.1	-	-	417	19.0
Canadian International Development Agency	409	15.6	1,607	50.5	475	22.0
Danish International Development Agency	39	14.0	5	83.3	48	19.2
Department of Foreign Affairs, Ireland	24	19.8	1	25.0	10	25.0
Federal Ministry of Foreign Affairs, Austria	71	11.3	129	38.3	829	30.9
Finnish International Development Agency	36	37.9	0	-	2	25.0
International Development Research Centre	11	25.0	12	42.9	8	25.8
Ministry for Development Cooperation (Netherlands)	67	12.1	96	40.3	107	17.4
Overseas Development Administration (Great Britain)	701	15.1	183	21.9	433	15.3
Royal Norwegian Ministry of Development Cooperation	70	18.1	7	13.0	33	13.4
United States Agency for International Development	580	16.4	653	32.3	285	12.5
Vocational Training Corporation	0	0.0	0	0.0	0	0.0

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1 Percentage represents the proportion of women in the region out of all scholarships in that region.

APPENDIX D.4.b

Percentage of Scholarships Awarded to Women[1] in 1986 -- Multilateral Organizations

	Africa		Americas		Asia	
	Number	%	Number	%	Number	%
United Nations						
Centre interafricain pour le de la développement de la formation professionnelle (Côte d'Ivoire)	3	13.0	0	-	0	-
Centro Interamericano de Investigación y Documentación sobre Formación Profesional	0	0.0	155	26.3	0	0.0
Food and Agricultural Organization of the United Nations	41	8.2	3	4.3	27	6.5
United Nations Fund for Population Activities	35	15.3	6	52.1	30	29.4
World Health Organization	258	27.3	240	48.8	550	26.6
Development Banks						
African Development Bank	-	-	0	0.0	0	0.0
Asian Development Bank	0	0.0	0	0.0	-	-
Other						
Commonwealth Fund for Technical Cooperation	120	27.6	103	45.6	29	26.6
Organization of American States	0	0.0	-	-	0	0.0

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[1] Percentage represent the proportion of women in the region out of all scholarships in that region.

APPENDIX E

Survey Letter and Questionnaire

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE

CENTRE DE RECHERCHES POUR LE DÉVELOPPEMENT INTERNATIONAL

CANADA

Ottawa, December 22, 1987

Dear Sir/Madam,

It is evident that many development organizations are placing a renewed emphasis on Human Resource Development (HRD) on behalf of Third World countries. While much is being done in this area, comprehensive information on donor activities and the lessons learned in the field of human resource development are scarce.

A joint activity is currently being undertaken by the International Development Research Centre (IDRC) and the Canadian International Development Agency (CIDA) to compile comparable and comprehensive data on donor activities in support of human resource development. A baseline data sheet which highlights the type of information being sought is attached to this letter. A list of organizations, from which we will be soliciting information, is also enclosed for your information and future reference. The final report will be sent to all organizations participating in the study and will be made available to the general public through IDRC and CIDA.

IDRC and CIDA would greatly appreciate your collaboration in having the attached form completed by the appropriate staff in your organization. To serve as a reference point, complete data sheets of IDRC and CIDA activities in HRD are enclosed. Undoubtedly, you may find it difficult to categorize certain types of activities undertaken by your organization. Please feel free, however, to use additional sheets of paper if necessary. Also, you may wish to give examples to illustrate clearly some of your HRD activities and programs.

It would be appreciated if the data sheet could be completed and returned to IDRC by January 31, 1988. We would also appreciate receiving any policy documents, annual reports or other publications

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which provide more information on your organization's support for human resource development. We hope that the results of this activity will lead to a product that will be of benefit to all of the participants involved.

We look forward to hearing from you and thank you for the time and energy devoted to this activity.

Yours sincerely,

Gerald R. Bourrier
Director
Fellowships and Awards Division
IDRC

Pierre Beemans
Director General
Division of Social
Development and Human
Resources
CIDA

Encl.

FPC/rmm

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE/
CANADIAN INTERNATIONAL DEVELOPMENT AGENCY: HRD STUDY 1987/88

DATA SHEET - DONOR ACTIVITIES IN HUMAN RESOURCE DEVELOPMENT (HRD)
OF THIRD WORLD COUNTRIES

ORGANIZATION:

ADDRESS:

TELEPHONE: ( )
FOUNDING DATE OF ORGANIZATION:
TYPE OF ORGANIZATION:
ANNUAL BUDGET:
AMOUNT DEDICATED TO HRD:

NAME(S) OF RESPONSIBLE DEPT. OR DIVISION INVOLVED IN HRD AND TRAINING:

CONTACT PERSON: POSITION:

MANDATE OF RELEVANT DEPARTMENT:

DEFINITION OF HRD:

TYPE OF HRD/TRAINING PROGRAMS:

TYPE OF TRAINING MECHANISMS (i.e. scholarships, technical, non-degree, vocational or MA/PhD) AND LEVEL OF TRAINING (highschool, University (BA/MA/PhD/):

GEOGRAPHIC AREAS OF ACTIVITIES AND DISTRIBUTION OF FUNDS BY REGION:

1986/1987:

TOTAL:

PROVISION OF LANGUAGE TRAINING (if applicable):

TYPE OF MONITORING, FOLLOW-UP, EVALUATION MECHANISMS:

PARTICIPATION OF OTHER DONORS/NGO'S/PRIVATE SECTOR IN HRD ACTIVITIES AND TYPE OF ARRANGEMENT (i.e. cost-sharing, Third-Party) (Please summarize activities, name of collaborating organization, amount and note any special arrangements needed):

LESSONS LEARNED, SPECIAL FEATURES OF HRD AND FUTURE PRIORITIES:

SCHOLARSHIP AND TRAINING:

1. If your organization offers scholarship and/or bursaries to developing country students, please describe the nature and value of these scholarships and to the extent possible indicate for the year 1986-87:

a) how many scholarships and training awards have been provided by country of origin? (as reported to the Development Assistance Committee (DAC) for 1986);

b) how many scholarships and training awards have been provided by country of origin and gender?

c) where was the training given, e.g., donor country, recipient, or third country? (as reported to DAC for 1986);

d) how many students (see definition below) were trained by level and gender;

e) how many trainees (see definition below) by type and gender?;

f) how many students and trainees were trained by sector and gender?

2. What criteria do you use in selecting individuals and/or institutions who are to provide this training?

3. What process do you use to ensure that individuals who are selected for scholarship or training awards are adequately qualified, well motivated and have the potential to make the best possible use of the education and training given?

4. What support services do you provide to students and trainees and/or Canadian experts (including teachers and trainers) working abroad, i.e. cross-cultural briefings, language training, academic and language upgrading, student counselling, re-entry training, benefits for spouses and dependents, etc.?

5. Do you have a physical facility to provide language training, briefings, etc.? If so, where is it located? Please describe its mandate, capacity, etc.

6. What methods, tools, etc., do you find to be most effective to communicate information about scholarships and training opportunities to potential recipients.?

Students: enrolled in educational institution for at least one academic year leading toward diploma or academic degree.

Trainees: nationals of LDC's receiving non-academic, practical and vocational training.